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ABSTRACT

This bulletin contains sets of learning experiences and emphasizes the multiple effects of classroom experiences. These effects are referred to as concomitant learning or the student's affective incidental learning. In an article preceding the area materials, the teacher is identified as the classroom's most important hidden persuader, and the teacher is urged to become aware of concomitant learning so that he/she can use it to achieve desired objectives and reduce the possibilities for unplanned negative learning. Following the article there are sets of learning experiences for the following areas in home economics instruction: individual and family resource management, early childhood education, expanding role options, family ethnic study, living environments, nutrition and foods, and textiles and clothing. All sections are organized similarly: Objectives relevant to a given subject are stated first; then a principle based on that specific subject is stated; and then learning experiences are cited which are followed by one or more possible concomitant learnings. (CSS)

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CONCOMITANT LEARNINGS:

Hidden Influences in the Classroom

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Foreword

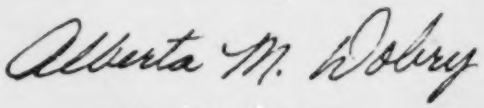
Recently educators have turned their attention to the subtle messages that accompany learning environments and experiences which have impact on the total learning outcomes reached by the learner. Various terms such as incidental learnings, concomitant learnings, latent learnings, or hidden persuaders pervade current literature to identify the added force which contributes to an individual's learning. This publication focuses on that added force.

The major aim of the recent focus in education is to reduce the conflicting input received by learners. To avoid potential contradictions, educators in all disciplines are being alerted to the need for consciously developing a coherent plan between what educators say and do, between goals and methods, between the learning activities and learning environment, and between subject matter philosophy and subject matter content.

Even the most conscientious educator may be innocently unaware of the subtle messages and incidental learnings that occur in the teaching situation. Throughout this publication educators are encouraged to develop an awareness and concern for the total context in which learning takes place. Educators are further challenged to review their objectives and means of implementing them in terms of the context in which both the primary learning and the incidental learning take place.

Although this publication is not intended to be used as a curriculum guide, specific examples in a variety of home economics subject matter areas are provided to assist the educator in examining anticipated learnings from diverse perspectives. Both novice and experienced educators should find this to be a valuable resource.

It is a pleasure to acknowledge the indebtedness of the HEEA Executive Committee to all those who made this publication possible and especially to Sharon A. Wallace for her generosity in giving her time, effort, and expertise in the coordinating and editing of this publication and to the several authors. We are also deeply grateful to the members of the HEEA Publications Committee who made a number of important suggestions for the final preparation of the publication.



Alberta M. Dobry
President, 1977-1979

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by *Sharon A. Wallace*, editor

Teachers are aware of the outcomes they seek from their instruction. How conscious are we, though, of the unplanned results of our teachings which happen anyway because of such things as the way we teach, what we teach, our attitude toward the subject, what we say or do, or what we do not say or do in the classroom? This bulletin addresses this question by examining the possible *concomitant* (unplanned, incidental, unrecognized) learnings which result in our classrooms.

Oregon educators were recently challenged to examine our teaching and our curriculum for concomitant learnings. Jennette Dittman addressed the fall 1976 conference of Home Economics Teachers in Oregon on the topic of "hidden persuaders of the classroom." Since that conference, we have often discussed these concomitant learnings which occur in our classrooms. Discussions sparked us to assemble materials which identify concomitant learnings from selected classroom experiences in home economics subject areas.

We invited Jennette to share her speech. Also included in this bulletin are sets of learning experiences for each subject area. They are not curriculum units. Each set provides a variety of learning experiences thus allowing you opportunity to consider possible concomitant learnings from various perspectives. You will note that some learning experiences are innovative while others are more conventional. This has been done intentionally. In this way, we are fulfilling two purposes:

1. You may get some new teaching ideas in the various subject areas with a chance to consider both positive and negative concomitant learnings which may result from those experiences and,
2. You have opportunity to reflect back on possible experiences you have already implemented and consider the potential positive and negative concomitant learnings which may have resulted and/or imagine additional unintended learnings.

All sections are organized similarly. OBJECTIVES are stated first, then a PRINCIPLE. Third, LEARNING EXPERIENCES are cited which are followed by one or more POSSIBLE CONCOMITANT LEARNINGS.

These concomitant learnings are only initial ideas to stimulate your thinking, they are not inclusive or comprehensive. It would be impossible to identify all potential concomitant learnings for a single learning experience. Actual concomitant learnings will reflect variables such as:

- teacher personality/background
- student personality/background
- teacher/pupil interaction
- subject matter
- classroom management
- organizational practices

Join us! Stretch your thinking about the "HIDDEN INFLUENCES" in your classroom. Use these materials to consider how concomitant learnings evolve and what their positive and negative effects are on student learning. We do hope these materials increase *your* awareness of and interest in the potential classroom dynamics which extend beyond those intended objectives planned for in our classes, just as they did for us.

Concomitant Learnings: The Hidden Potential

by *Jennette Dittman*

Students enter home economics classrooms expecting to learn. Teachers share this expectation. "To learn" has traditionally meant to acquire a body of knowledge and skills. But, do students learn only what is stated and aimed for in objectives? Do students view their classroom experiences the same as the teacher had intended?

Questions such as these, though too rarely asked, are important. Teachers may be surprised, perhaps amused, and at times disturbed to find that students learned a number of things not planned or expected. For example, after a lesson students may say they learned

- *if I whisper, the teacher calls on me; or*
- *the scissors with the red handles are the sharpest; or*
- *my ideas are dumb.*

However, in addition to the unplanned learnings students describe, there are also generalized learnings of which neither students nor teachers are consciously aware and which cannot usually be traced to a specific event, class, or person. These are the values, feelings, and attitudes about themselves, others, education, and home economics that are continually being developed and modified. Students' self-concepts, autonomy, creativity, learning style, and initiative may be enhanced or may be diminished from these unplanned learnings.

Regardless of whether these learnings have been aimed for, planned, or stated, students learn from a hidden curriculum, which may reinforce or negate the planned curriculum. Teachers have generally been unaware of the potential in these concomitant, incidental learnings for affecting students both positively and negatively and have not, therefore, given conscious attention to incidental learnings or felt responsible for them.

Concomitant learnings have been defined as those things that are learned when the teacher or student is consciously trying to achieve some other learnings.[1] Although students may learn facts incidentally, it is the affective incidental learnings that have the greatest possibilities for influencing students' lives. These unrecognized feelings, attitudes, and values act as hidden persuaders and may affect students in a more lasting way than the knowledge and skills teachers intend to teach.[2]

Another type of concomitant learning is found in the broad goals of education such as the development of citizenship, responsibility, autonomy, critical thinking, and respect for others which are accepted as general aims but generally not specifically planned for in the curriculum. The development of these characteristics has been thought to occur as a by-product of classroom experiences. However, there is evidence that many aspects of classroom experiences are counter-productive to reaching these goals. Desired incidental learnings need to be identified and ways to facilitate their development planned and implemented in the classroom.

Hidden persuaders exist in all aspects of students' educational experiences. Instructional methods and materials used in classrooms facilitate both intended and incidental learnings. Although home economists protest that home economics is more than cooking and sewing, show cases and bulletin boards often continue to communicate this image. The message is often doubly reinforced when the annual style show is the only public relations project for the home economics department. A bulletin board on home economics careers with no males in any of the pictures contradicts the class discussion of career opportunities for males. Bulletin boards are a visual description of the lesson and often have more impact than the discussion.

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[1]Donald Vandenberg, "Concomitant Learnings," in *Teaching and Learning*, ed. by Donald Vandenberg (Urbana, Illinois: University of Illinois Press, 1969), pp. 73-75.

[2]Jennette Dittman, "Hidden Persuaders in the Home Economics Classroom," *Journal of Home Economics*, 68(2) (March, 1976), 24-26.

A classroom teacher might use a demonstration on how to apply a collar to a garment as an opportunity for positive incidental learnings. During the demonstration the teacher might ask students to show their projects to illustrate particular steps in the procedure rather than using previously prepared samples. This teacher could well be saying, *"Your work is of value,"* or *"You are of value."* This situation describes the use of a teachable moment to increase students' positive feelings about themselves.

Interactions between teachers and students produce significant concomitant learnings. The teacher as the recognized authority in the classroom is in control. This power is often reflected in the way discussions are conducted. For example, if a student does not respond to a question with the *specific* answer the teacher had in mind, a teacher often continues to ask other students until someone hits upon the teacher's answer. Students soon learn to play the game of "psyching the teacher out." Instead of exploring issues and suggesting alternatives or innovative solutions, students try to figure out what is in the teacher's mind. The focus is thus on the teacher's ideas and not the students'. A variation occurs when teachers rephrase or rewrite student responses to turn them into their words. As these kinds of interactions are repeated, students may learn that

- *their ideas have little value;*
- *teachers are always right; and/or,*
- *rewards come from giving teachers what* they *want.*

However, when teachers listen to, encourage, and use students' divergent responses, student creativity, individuality, and positive self-concepts are fostered.

Evidence exists to support that in many home economics classrooms, the teacher is the authoritative and primary source of knowledge even though numerous learning resources are available.[3] Students learn that the easiest and quickest way to get an answer is to ask the teacher. Teachers have also found answering students directly rather than referring them to printed directions or other references is also quick, easy, and efficient. Similar messages may be learned when teachers are overly helpful. "Smother help" occurs when teachers step in too quickly when a potential problem is observed. In both situations students may learn to believe that

- *teachers are the primary source of knowledge;*
- *learning is dependent on a teacher; and/or,*
- *student judgment and perception is not to be trusted.*

Students may then be prevented from

- *learning from a mistake;*
- *showing what they do know;*
- *searching for and evaluating alternative solutions to problems or mistakes; and/or,*
- *learning how to learn on their own.*

In all of these examples of possible concomitant learnings, it becomes clear that the teacher is the most important hidden persuader in classrooms. The teacher makes decisions that set the stage for both the planned and unplanned learning within a classroom.

The crucial issue is that teachers have not felt responsible for incidental learnings. In many cases, teachers have been unaware of the possibilities in the hidden curriculum for affecting students' lives. They have not recognized possible concomitants of their assumptions, decisions, and behaviors in determining both the intended and unintended learnings. By being more cognizant of the multiple effects of classroom experiences, teachers may use the hidden potential of concomitant learning to achieve desired objectives and also reduce the possibilities for unplanned negative learning.

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[3]Jennette Dittman, "Concomitant Learnings in Home Economics Classrooms" (unpublished doctoral dissertation, The Pennsylvania State University, 1974).

by *Janice Weber*

In a very brief definition, management might be explained as "the act of using one's resources wisely to reach a goal (or goals)." This means *people* are the key element and how they interact in relation to available resources becomes the focus. The managerial term for depicting this relationship is called "a systems approach to management." This term is meant to simplify rather than complicate our understanding of management as it gives order or method to the way a person is viewed in relation to the environment.

The integrative nature of management concepts suggests many ways in which concomitant learnings can occur. It also suggests that the teaching of management concepts needs to be planned rather than considered incidental with other subjects. Though not always taught independently, skills in communication, decision-making, and resource utilization need to be emphasized in the teaching of each subject so learning of these skills is achieved.

Within this framework, management is viewed as a vital living discipline of human beings in interaction with the environment and their use of resources necessary for living with change. Using a systems approach, the following examples include concepts to recognize change and incorporate decision-making skills to meet changes in resource use within family and community environments. Learning experiences encompass understanding a systems approach, change, decision-making, resource utilization by families, and time management.

OBJECTIVES: The student will be able to:

- identify the components of a managerial system,
- use a systems approach to interpret the degree of control individuals have over their environments, and
- identify the effect of environmental change on the family and individual.

PRINCIPLE: Knowledge and application of a systems approach to management facilitates an understanding of one's relationship to the environments.

LEARNING EXPERIENCE: To introduce the systems approach, students might create a picture/word collage which illustrates their own interaction with their environment. Suggested discussion questions include: Who makes up your family? Whom do you consider members of your household? In what ways are material possessions used and cared for in your household? What kind of a community do you live in? Can you find words or pictures to illustrate your near community environment? As students illustrate the larger environment, the state, the nation, or even the world, the following question might be discussed: Are there happenings in this environment that affect the way your community reacts, or the way your family manages, or even the way you feel about certain things? One way to illustrate the environments in a systems collage would be in a circular fashion with the individual in the center, the family surrounding, the household environment around that, the community encircling household and family, and the whole community existing within the circle of the larger environment. (See Figure 1.)

By selecting illustrations that highlight interrelationships, interdependence, and interaction, students might begin to see the influence various environments have on them and the influence an individual has on the various environments. Discussion might focus on some of the strict boundaries between community and the larger environment. There are, of course, points where they touch. The managerial term for this is called "interface." Students might write a paragraph to describe their collage and explain the boundaries made between environments. Discussion might focus on ways interface occurs. Having the students display their assignments allows them the opportunity to compare

Figure 1. Environments in a System

their system and to gain an awareness of why others' managerial patterns are similar to or different from their own.

POSSIBLE CONCOMITANT LEARNINGS:

- Having pictures for illustrations available in class might encourage participation in this assignment. Inaccessibility to magazines in one's home environment may suggest failure to comply with the assignment. Resources available in the classroom can contribute to a student's feeling of self-worth and home adequacy even if magazine pictures were not available to the student at home. If resources are not available in the classroom, the student may be reinforced in a basic belief that individual control is limited, if not non-existent, in relation to interacting environments or even within a system.
- Grading placed on the reflection of the environments illustrated and described by the student gives impressions that intellectual thought rather than artistic value is more important. Consideration might be given to both.

LEARNING EXPERIENCE: Provide a number of voters' pamphlets (or other literature related to a particular popular issue which states both sides) to use as a basis for discussing the "power of the vote." Discuss questions such as: How much control does a person have by voting or not voting? What does a vote really do? What other ways can individuals provide input (e.g., letters to the editor or congressperson, word-of-mouth, bumper stickers, marches, strikes, riots)? What are the implications of these alternatives?

Students might then select a public policy issue, take a stand on it, and develop a letter stating how and why they took the stand they did. (This might be something related to a school situation such as mandatory attendance, or a public issue such as child abuse, or energy control.) To encourage clarity of thought, letters might be mailed to the appropriate public persons.

Having students share letters provides a basis for further discussion. Neutral letters may also be discussed, as they may indicate a lack of concern. A variation might be to invite local authorities, on the issue selected, to speak to both sides, giving students the opportunity to make an assessment of their own beliefs before selecting a personal position to support. Expanded learning might come from

revealing only one side of a selected issue, discussing it, and then revealing the counterpart to gain an awareness of the need for thorough, reliable information to make rational decisions when giving input about policy.

POSSIBLE CONCOMITANT LEARNINGS:

- The need exists to strengthen the individual's concept of personal output on various environments and to gain a proper perspective of the degree of control one has in influencing decision-making. If classroom decisions are made by the teacher, students are reinforced in a belief that "decisions come from the top down—parent control, teacher control, city control, government control . . . the individual has no control." The desire or perceived need to be a responsible citizen is overcome by an "out-of-control feeling" which can lead to either apathy or rebellion.
- This experience is aimed at applying knowledge of a systems approach to better understand control in relation to environmental systems. Partisan issues should be avoided. In expressing political impartiality, the teacher may encourage students to get an objective view of both sides of a current issue. If the position chosen by a student is graded or judged as bad, the efforts made to bring about change, even in the student's nearest environment (the classroom) becomes futile—shot down before any further attempt can be made to bring about a later change in a larger environmental system.

LEARNING EXPERIENCE: Discussion following a written or oral assignment might provide the basis for the selection of a current issue heard about from the communications system (larger or far environment) but which has a personal input such as: ban of cyclamates, wheat or cattle exportation, oil pricing, strip mining, energy control, or water shortages for irrigation.

Discussion might focus on questions such as: What would happen if . . . you could no longer buy hamburger for less than $3.00 a pound? What would this do to you as a consumer? How would this change your buying (or eating) patterns? What about those people who are supported by the beef industry? Students might determine the impact of the issue on an individual, then that person's family. To what extent does an issue (such as the example used) have an effect on a person? This discussion might be used to demonstrate that when some people gain in the economy others often have to pay resulting higher prices, so the interface of systems is realized. The question might be reversed and discussed in terms of what effect would an individual's consumer buying patterns have on price?

Expanded learning might occur when class schedules are changed, or pictures are being taken, or there is an athletic event, or other disruptions occur which affect the class. How is this confronted? . . . "Poor me, it's always my class that gets moved—or disrupted. . . ." In order for students to avoid feeling like "puppets of change," discuss how change occurs. If change is always viewed from the top down, students may acquire a fatalistic attitude. Illustrating how teachers or students have means through administration or council to express concerns over school happenings strengthens the understanding of an individual's opportunity for input.

POSSIBLE CONCOMITANT LEARNINGS:

- Not all changes in our environments are negative, but this could be implied if only negative aspects are presented or identified. Issues chosen that encourage student participation strengthen an understanding of the interrelationship and interdependence of individuals with environmental systems and the concept of individual control.
- To encourage students in their learning and understanding of environmental controls and how change is affected, they should be assisted in seeing that change is not all bad or all good, but both will be present in a change situation to varying degrees.

OBJECTIVES: The student will be able to:

- identify the role that values, goals and standards play as motivators for managerial change,

- identify managerial patterns characteristic of families at various life stages, and
- incorporate concepts of anticipatory management to real life situations.

PRINCIPLE: Individuals are better prepared to apply management in real life situations through an understanding of change and its relationship to management.

LEARNING EXPERIENCE: This activity could be preceded by discussing how change can be affected by events and conditions in our interacting environmental systems and describing how some changes do not fit personal needs. Students could then discuss how personal values influence one's managerial patterns. Next, students might select two values they hold in high regard and write one paragraph about each.

POSSIBLE CONCOMITANT LEARNINGS:

- If management seeks to bring about change in an orderly way, students may need teacher support in stating a desired change based on values that could be changed in an orderly manner. Since the assignment suggests that student values be the deciding criteria for change, the teacher's sensitivity to paraphrasing will need to be keen. Restatement of student beliefs might redirect the student's intent to such a degree that the original purpose is negated.
- Encouraging the sharing of various ways in which change occurs in a family, in the community, and the nation, based on values, may also contribute to students' broader understanding of why some change produces violence and some changes take place with relative ease and peace.

LEARNING EXPERIENCE: A panel consisting of people at various life stages could be invited to interact with students and discuss varying managerial patterns. The panel might be composed of persons such as: a married teacher with no children; a single senior citizen; a single parent in mid 30's with three children; a working person with spouse in mid 40's with no children; and, a working person with spouse in late 20's with four children.

Students might prepare three questions they would like to ask various panel members. The questions need not be the same for each person but should pertain to the way various panel members manage at their stage of life and should be presented to the panel in advance. Following the panel presentation, a written summary of student observations about the differences and similarities of each panel member's management might be used for class discussion.

POSSIBLE CONCOMITANT LEARNINGS:

- Since life patterns tend to imply stages—such as childhood, adolescence, marriage, beginning family, children leaving home—the way in which life stages are presented may suggest an ideal or goal. As more and more people choose singleness, the teacher's inclusion of this in class discussion allows students to define "maturity" by standards other than "marriage and a family of one's own."
- Managerial patterns throughout life do change just as family economy, income, health, and size. The presentation of "characteristic" management patterns could be confused with "ideal." Students may view their own family as substandard if they detect stages or patterns which may not fit that ideal.
- Presenting a variety of alternatives at the late adolescence stage may reinforce a student's positive attitude at having chosen a goal such as work, on-the-job-training or apprentice positions, associate degree at a community college, college, beauty school, vocational school, or marriage.

LEARNING EXPERIENCE: Following an introduction to and discussion of goal setting as a future oriented or predicting activity, students could draw their "month line" for two months, last month, and predicting or anticipating the ups and downs for the month ahead. (See Figure 2.)

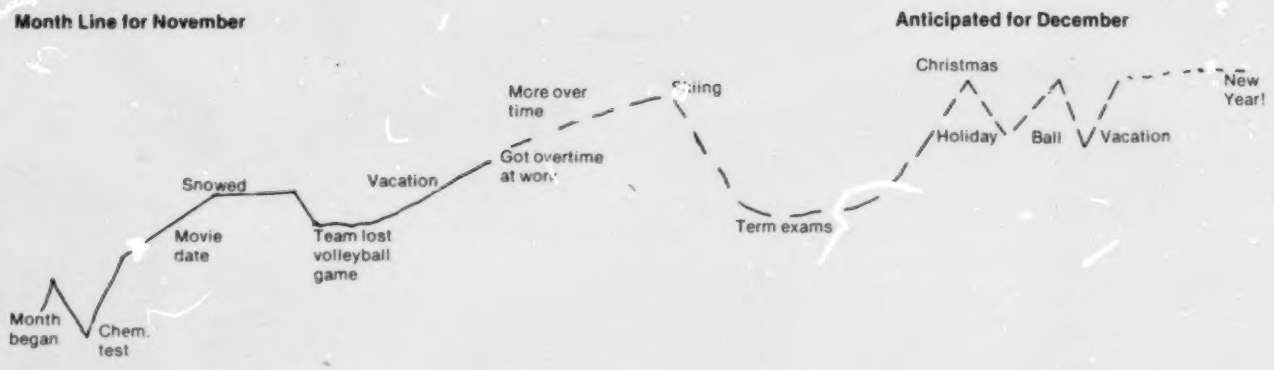

Figure 2. Example Month Line

Then, students might write two personal goals for the next month as a way to identify values which are basic to each goal. From this written exercise, students should identify two values basic to the stated goals and the standard to which they wish to achieve each goal.

One advantage of anticipatory management is that time and energy might be saved if goals are set and plans made in advance of an occurring situation. By anticipating events and choosing goals, people put themselves in a managerial position, rather than just being a reactor to environmental occurrences.

To put this learning experience into practice, students might make a personal managerial plan for this anticipated month taking into account the predictions made and the goals set so these goals will be realized at the month's end. At the month's end, evaluation of the month line allows students to reflect back on the value of planning. Questions to facilitate an evaluation include: Was I able to make a realistic prediction about the month ahead? What significant things happened this month that I was unable to anticipate at its beginning? To what extent was I able to set realistic goals and standards during this time? What management techniques did I use that helped me as I anticipated the month and lived through it? Did the actual ups and downs I anticipated in the month occur at the predicted times?

POSSIBLE CONCOMITANT LEARNING:

- By anticipating events, students may see that they can exert greater control over these factors by being aware that they exist, preparing for the events, changing the events, or even avoiding an event.

OBJECTIVES: The student will be able to:

- identify the basic process by which decisions are made and assess the value of applying the process to a problem situation,
- determine the value of communication skills in decision-making, and
- relate decision-making skills to resource management.

PRINCIPLE: Decision-making is an integral part of management.

LEARNING EXPERIENCE: A practical way to involve students in understanding and applying decision-making is to allow them to decide on a class presentation. Each student might be given the problem of "Who would be a good speaker for our class?" This person would share with us how decision-making is used in his/her profession. Pairs of students might work together to decide on one speaker, then groups of four, expanding each time until one decision has been reached and the entire class has decided on one speaker. The selected speaker could be invited to address the class on how decision-making is used professionally. Students might discuss the way(s) in which the decision was made in each grouping by using questions such as: To what extenat did the decision become easier or more difficult as more people became involved, or the problem of finding one speaker became more

clearly defined? What components were evidenced as the decisions were made? How do things such as knowledge, timing, interest, information, experience or skill in decision-making, the value of communication, and the importance of these components interact when a decision must be made? As the decision-making was repeated, were there steps that seemed to be repeated? Did the numbers of alternatives increase? Did this contribute to the increased time needed to assess each alternative? Was the speaker someone's original choice, or did the name emerge as the activity progressed? Since the speaker will be invited, how do you feel about the final choice? How might the group let the speaker know the basis on which the selection was made? An extension of this exercise might focus on the process when decisions are made independently; in school organizations, clubs, or church activities; or in living situations with friends.

One of the components might be isolated for further discussion such as: What happens when a decision needs to be made and one does not have the needed *knowledge* or *information*? Or, one of the steps of the process could be lifted out for further discussion such as: What if you have too many *alternatives* to make a satisfactory decision? How do you begin to eliminate alternatives?

POSSIBLE CONCOMITANT LEARNINGS:

- To develop trust in the decision-making process and in the teacher, the students' decision(s) should be carried out. If follow-through is allowed, students see the value of applying the decision-making process to a real problem.
- Students might select someone of whom the teacher does not approve and the teacher might feel it necessary to reject the students' choice. Students then learn that their judgment was not worthwhile, that they didn't have a *genuine* choice, and that the teacher's word is not to be trusted.
- Too many boundaries suggests to students that they really have no choice and they may not actively participate.
- Other incidental learnings might relate to these questions: Does the teacher give students the opportunity to take part in some classroom decisions for which they will be responsible? Are students aware of classroom decisions by overt use of a process? Do students sense that the teacher values an orderly way of decision-making?

LEARNING EXPERIENCE: To focus on communication in decision-making, students could be given a picture of an abstract item. Each student might describe it so it could be drawn by a partner they cannot see and who cannot see them. Comparing and discussing the original picture and the drawing made from the descriptive comments facilitates learning the value of clear communication. Discussion questions might include: What could have been said or done differently so the two drawings would have ended up the same? Were descriptions given too rapidly? Too slowly? What similar factors influence an important decision that might need to be made over the phone? As a follow-up or extension, students might work with the same partner and think of an item (e.g., a car, boat, house, horse). Using non-verbal communication, one student might encourage the other to guess what is being thought of in ten or fewer tries. This activity might be done in teams (such as charades) for class competition to stress various communication skills. As partners work together several times, they may develop non-verbal skills so that the object can be skillfully identified in a very few tries. Discussion might focus on how this relates to decision-making or communication when family or close friends are making decisions as well as how people let others know their likes or dislikes.

POSSIBLE CONCOMITANT LEARNINGS:

- To positively reinforce decision-making skills, the teacher's awareness of non-verbal communication used with students when class decisions are made becomes important. Such forms of non-verbal communication as body language, placement of chairs to facilitate discussion, participation of the teacher, or placement of the teacher's desk to alleviate a barrier to students, can reinforce the value of open communication when decisions are made.

- To assure that student values are understood as intended, student words should be used to paraphrase. By rephrasing, students may learn that their value ought to be stated differently or that the value ought to be different.

LEARNING EXPERIENCE: To place decision-making in a resource context, a decision-making experience could be included in a foods unit. In lab groups, students might plan a dinner for four people using different resources or constraints:

1. $2 per person, homemaker home all day to prepare a dinner eaten together (husband's mother in wheel chair, 1 pre-school child, 1 child 9);
2. $1.50 per person, family eats in shifts from 4:30–8:00 p.m. (grandma eats bland food, mother works until 3:00 p.m., daughter 11, son 16);
3. $1.50 per person, with 45 minutes to prepare dinner for 2 adults and twins 18 months old;
4. $10.00 entertaining budget to have 2 adults, plus the boss with spouse;
5. 2 parents with 2 pre-schoolers who live on a farm with a garden of locally grown produce.

In groups, students could figure alternative ways dinner might be prepared. Discussion focusing on resources and constraints evidenced in the cases presented rather than only on the final menus chosen can aid understanding of how decision-making relates to resource use.

Questions to consider include: What does the group identify as the family's problem (e.g., timing, special diet, money)? How do decisions about food budgets, working homemakers, location of one's residence, knowledge of what is available, status, preparation techniques, time, energy use, and experience affect one's resource use?

An extension of the activity for advanced students might be to add another resource, such as a piece or pieces of household equipment, or designate the presence or absence of equipment to be used in the preparation.

POSSIBLE CONCOMITANT LEARNINGS:

- If focus is on the resources available for the final menu decision rather than the menu itself, decision-making skills will be reinforced.
- Food combinations usually reflect personal or family eating practices. In order to further the learning of decision-making skills evidenced from the exercise, ethnic or family favorites that are chosen might be discussed as they meet student or teacher expectations.
- If food decisions are always made by the mother, this may be evidenced in various group discussions. Students may not see their case as a "group" decision, but designate someone (i.e., Mom) to decide. Family decision practices are not the issue. The teacher may need to keep students on track by pointing out various ways group decisions can be reached, encouraging the participation of all group members in the exercise without suggesting that some of the family practices they express may be "wrong." Using realistic amounts per person and boundaries with which the students can identify can communicate that school experiences relate to real life situations.

OBJECTIVES: The student will be able to:

- identify personal traits that can be used as resources,
- determine the effect that family size has on family demands, and
- identify the environmental, family, and personal situations which contribute to the need for resource management.

PRINCIPLE: Individuals and families use resources differently based on their personal values and goals.

LEARNING EXPERIENCE: To aid students in their understanding of personal resources and/or constraints, the teacher may wish to define these two terms. Understanding these concepts helps to categorize personal traits. The activity might then begin by discussing the question When would one's personal traits be resources, when constraints? Traits such as body stature, height, build, hair color, skin tones, sex, age, skills, abilities, interest, energy, or knowledge might be discussed. Students might write an advertisement for themselves to appear in a newspaper, focusing the ad on the resources they have or could acquire that would qualify them for a particular job (anything that could be used to get them the job wanted). Names should be omitted from the assignment. An example might be: "Tall, good-looking male with car available and driver's education, seeks a delivery job. Willing to work daily after school and all day Saturday." The ad might be circulated among class members with each person stating three positions for which the advertised person is qualified. Discussion could focus on resources in the ad which are evidenced as individual or community. This activity might be extended by writing detailed advertisements to be later assessed by a panel of employers from various professions. A random selection of several advertisements might be used to focus remarks on questions such as: What position could I offer the person in this ad, knowing only what is written here? Is enough personal information given? What additional resources would this person have to possess before I could employ the person? Which of the traits listed would be resources and which constraints in my job?

POSSIBLE CONCOMITANT LEARNINGS:

- Keeping the discussion positive allows students to assess individual characteristics as they relate to management. Discussion of both resources and constraints may enhance the students' understanding of the terms.

- If only constraints are identified, students may feel inferior and negative feelings might be developed toward students who have specific individual constraints. If only resources are identified, students who do not possess the resources highlighted may feel they have nothing positive to offer a position. This could weaken a student's feeling of self-worth and hinder the ability to assess personal characteristics which affect management or characteristics of others that affect managerial styles.

- If an "ideal" ad is to be used as an example, the teacher might want to make it up from a composite of the student assignments to minimize the chances of presenting a list of personal characteristics that might be viewed as the standard or ideal student.

LEARNING EXPERIENCE: Having students keep a log of all the activities involved in managing a pre-school child for one day might be used to have students note the quantities and qualities of resources required for the child's various activities. This could be related to the student's life by comparing the nursery school log with a personal time and activity log for one day (e.g., listing all the things the student manages and things others manage for them that day).

The logs might be used to compare differences in activities, giving special note to the resources involved. Students might be encouraged to examine one resource, such as personal energy or money, and compare the child with self. Possible discussion questions include: What kinds of energy (or money) demands are made on a parent of a preschool child? What kinds of energy (money) demands did you impose on your parents? How would your management be different if you had a preschool child? In what way(s) would you manage resources differently if you had total control over your personal resources? In what ways is resource management affected by numbers of children in the family?

POSSIBLE CONCOMITANT LEARNING:

- Helping students recognize that there are many ways to manage resources and that there is no "ideal" family will reinforce the reality that quality of life depends more on how resources are managed than on amounts of available resources.

LEARNING EXPERIENCE: Students might inventory all electrical items in their home, noting which ones require two sources of energy (such as washer or dishwasher); which are used by only one family member and which by all family members; which might be easily given up by all family members; and which three the family would keep at all costs. Figuring the energy costs for the use of these three for one month (as used in their home) might then be an effective introduction to an understanding of utility costs.

To encourage students to personalize this learning experience, the following questions might be discussed: If the electric utility company in your area told you to cut your use 25% from the last month, what changes would you make personally in the way you manage electrical resources? How would this change in your larger environment affect your personal management? (This activity might be done in parts and the list the student has identified compared or contrasted with what is evidenced in the home economics department.)

A variation of the activity might extend into a laboratory preparation experience. Students might list all the electrical items in the lab and select three they would keep. These three might then be used to carry out a food preparation activity.

POSSIBLE CONCOMITANT LEARNINGS:

- Some students may not have more than three items: heat, water, lights. If electrical items are discussed as status symbols, students may learn that the only appropriate household items are electrical, and homes that have no electricity may be viewed as inferior, or "less than" those with "total electric living."
- When the laboratory situation is evaluated, care may need to be taken so its electrical contents remain in a proper "learning laboratory" context rather than a standard for a home kitchen. Students may need to have this explained or what they see and use in school may become "right," "proper," and "acceptable."
- To reinforce the objective, the teacher might suggest that conservation or resources (cutting back or cutting out) need not be viewed as lessening the quality of life.

OBJECTIVE: The student will be able to identify personal managerial techniques available for facilitating time management.

PRINCIPLE: The use of time affects many aspects of personal and family management.

LEARNING EXPERIENCE: As an introduction to an understanding of time and human energy, students might keep a log for one week, in half-hour time periods. To relate their personal energy to time usage, an energy curve might be drawn for the week. A suggestion for this curve would be to make a graph for each day with the horizontal axis listing the hours of the day and the vertical axis the numbers on a scale of 0-6. (0 would denote sleeping and 6 the most energy felt during a day.) By plotting the day on a graph, an energy curve results which reflects their levels of energy, their peak times, and/or their down times. The following questions might be used to further discussion: What time did you wake up? Are you a person who wakes up with lots of energy, or do you gradually wake up? At what time of the day do you feel you have the most energy? Do you have time(s) during the day when you need to rest? At the end of the week students might evaluate how their time was spent. Identification of evidences of effective and/or ineffective management might result in answer to questions such as: How much of your time is planned by others? How much by you? What would you leave the same if you were repeating the week? What would you change in the week? Students could be encouraged to justify their evaluations based on their personal observations about themselves, their values, their feelings, and the resulting energy curve.

An expanded experience might have students plan a week in half-hour periods using their energy curve, obligations, needs, and expectations, by writing a goal or goals for each day planned. Following the planned week, students might make an evaluation using the above questions. The following questions might then be discussed: In what way(s) was your plan similar to the log? How did it differ? To what extent was the plan effective? Did you make more effective use of your energy during the planned or the unplanned week? How? Why?

POSSIBLE CONCOMITANT LEARNINGS:

- Evaluation of the learning activity based on the students' justification and understanding of time management techniques rather than on how time was spent would contribute to fulfillment of the objective. By pulling out illustrations that might be evaluated as effective or ineffective managerial practices, students might be encouraged to evaluate their own time plans and suggest changes to turn ineffective time management into effective time management. Though the focus is on time management, an incidental learning in communication and sharing might result if opportunity is provided. Students who have employment and/or heavy family responsibilities may not be available for participation in extracurricular activities and the opportunity of sharing time logs and patterns in small groups may give students an expanded interaction with classmates they may not know well.
- The teacher's use of time may strengthen or negate the understanding of one's personal management. As effective management is discussed (e.g., the necessity of planning, priority setting, meeting deadlines), students are aware of the time it takes teachers to get assignments graded and returned, the way classroom scheduling is carried out, the ability of the teacher to start and end a class on time, to allow for preparation, learning enjoyment, and clean-up time. Calling attention to your personal need to manage time well positively reinforces the learning for your students.
- Teacher involvement in activities outside the classroom also speaks to students. The teacher may want to evaluate the importance he/she places on the whole school as well as on the class. Students may get the impression that teachers expect students to let other classes slide since theirs is the most important; this may confuse students as they attempt priority setting. Have students ever seen teachers observing and giving support at a football game, band concert, or gymnastics meet?

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by *Sally Koblinsky* and *Alan Sugawara*

A number of educators have suggested that sex role stereotypes have deleterious effects upon individuals, limiting their perceptions of reality and restricting their life options.[1] Sex role stereotypes have been defined as societal expectations about the traits and behaviors of males and females. For example, males are commonly perceived as assertive, competitive, and independent, whereas females are viewed as nurturant, dependent, and compliant. Moreover, men are expected to enter a broad range of trades and professions, whereas women's opportunities appear limited to clerical and domestic work. Since teachers play a significant role in transmitting these stereotypes to students, several strategies are being developed to deal with this problem in the classroom.

Specifically, attempts are being made to: (1) encourage students to question stereotypic attitudes and to become aware of the variety of role options available to both sexes, (2) support students whose attitudes and behavior contradict conventional sex role stereotypes, and (3) help students overcome stereotypic behavior patterns in the classroom so that they may serve as more egalitarian role models for young children.

OBJECTIVES: The student will be able to:

- examine his/her own traits and behaviors relative to societal sex role stereotypes,
- examine stereotypic and non-stereotypic views of men and women in today's media, and
- examine his/her ideas about the sex role apparopriateness of preschool children's activities, as well as individual comfort in supervising these activities.

PRINCIPLE: Among the many factors which influence students' interactions with young children is their knowledge of sex role stereotypes.

LEARNING EXPERIENCE: Using the following *Trait Rating Scale*,[2] have students place an "X" where they think they best fit between each pair of words. If students believe they exhibit traits on both sides of one continuum, they may place an "X" near the center.

Encourage students to examine their ratings on each trait, then add up their ratings across all traits. High scores suggest conformity to society's masculine sex role standards whereas low scores suggest conformity to feminine sex role standards. Student ratings might be discussed using the following sets of questions:

1. What do these traits tell you about yourself? On what traits would you rather be higher? Lower? Why?
2. How would you expect your traits to influence your interactions with children (i.e., would individuals who describe themselves as tough and competitive interact with children differently from those who describe themselves as gentle and cautious?)?
3. If you were born of the opposite sex, how would you expect your trait ratings to change?

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[1] L. J. Weitzman, D. Eifler, E. Hokada, and C. Ross, "Sex Role Socialization in Picture Books of Preschool Children," *American Journal of Sociology*, 77 (1972), 1125-1149.

[2] Adopted from M. Guttentag and H. Bray, *Undoing Sex Role Stereotypes* (New York: McGraw Hill, 1976), pp. 326-330.

Gentle	/_____/	/_____/	/_____/	/_____/	/_____/	Strong
	1	2	3	4	5	
Loud	/_____/	/_____/	/_____/	/_____/	/_____/	Quiet
	5	4	3	2	1	
Weak	/_____/	/_____/	/_____/	/_____/	/_____/	Strong
	1	2	3	4	5	
Dominant	/_____/	/_____/	/_____/	/_____/	/_____/	Submissive
	5	4	3	2	1	
Dependent	/_____/	/_____/	/_____/	/_____/	/_____/	Independent
	1	2	3	4	5	
Adventurous	/_____/	/_____/	/_____/	/_____/	/_____/	Cautious
	5	4	3	2	1	
Emotional	/_____/	/_____/	/_____/	/_____/	/_____/	Non-emotional
	1	2	3	4	5	
Tough	/_____/	/_____/	/_____/	/_____/	/_____/	Tender
	5	4	3	2	1	
Cooperative	/_____/	/_____/	/_____/	/_____/	/_____/	Competitive
	1	2	3	4	5	
Aggressive	/_____/	/_____/	/_____/	/_____/	/_____/	Passive
	5	4	3	2	1	

POSSIBLE CONCOMITANT LEARNING:

- In group discussions of trait ratings, students are likely to compare their own ratings with those of other students. Such comparisons may lead students to evaluate their own worth according to ratings of more popular classmates. Males who obtain more feminine scores, and females who obtain more masculine scores may be subject to class ridicule. Therefore, it is important that discussion emphasize the importance of self-acceptance, as well as an understanding and appreciation of diverse personality characteristics among individuals. Students will hopefully learn that individuals may possess characteristics stereotypic of both sexes, and that possession of a variety of traits may contribute to a more flexible personality. (This applies to the third learning experience as well.)

LEARNING EXPERIENCE: To examine *views of men and women in the present day media,*[3] encourage students to look at pictures of women in the articles and advertisements of traditional magazines such as *Seventeen, Glamour,* and *Sepia.* Then, have students examine women in articles and advertisements of non-traditional magazines such as *Women's Sports, Ms.,* and *Essence.* Pictures from both types of magazines might be discussed using the following sets of questions:

1. How do these pictures portray the ideal or average woman? What do you imagine these women do, and what types of characteristics do they appear to express? What products do they advertise?
2. What are the differences between women in the feature articles of traditional and non-traditional magazines? In the ads?
3. How similar or different are these women from women you meet in daily life?

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[3]Adapted from L. O. Johnson, ed., *Non-Sexist Curricula Materials for the Elementary School Classroom* (Old Westbury, N.Y.: Feminist Press, 1974).

4. How do you think the traits and behaviors of women in traditional and non-traditional magazines would influence their interactions with young children?

Students might then examine ways men are portrayed in traditional male magazines such as *Sports Illustrated*, *Esquire*, and *Fortune*. Representative pictures of men could be gathered to discuss the following sets of questions:

1. What are men in the pictures doing, and what characteristics do they seem to display? How do you think these characteristics will affect their interactions with young children?
2. How does the ideal man in these magazines differ from the ideal woman? Identify the range of activities in which men and women engage.
3. What magazines portray men in non-traditional roles (e.g., *Gourmet Magazine*)? What are the occupations and activities in which these men participate? How do you feel about making children aware of these role options?

Note: TV programs may be substituted for magazines in this experience. Students may watch 2 or 3 hours of TV, focusing on programs which feature both male and female actors. Soap operas are particularly stereotypic, but even news programs display women primarily in fashion and nurturant activities. Students can contrast the females' physical characteristics, occupations, and personality traits with those of male actors. They might also discuss whether or not TV shows realistically portray men and women in our culture, and describe how the characteristics of actors might influence their interactions with young children.

POSSIBLE CONCOMITANT LEARNING:

- Examination of media materials may suggest that the average or ideal male or female exhibits those characteristics portrayed by media models. Students not possessing these characteristics may be viewed as less attractive or desirable. A hopeful outcome of the discussion will be the realization that media models display a narrow range of physical attributes and personality traits, often restricting the student's exploration of role options, and promoting stereotypic styles of interacting with young children.

LEARNING EXPERIENCE: Using the following *Activity Preference Inventory*, have students rate how comfortable they feel supervising each of the following activities with the scale shown below:

1 2 3 4 5

Not at all Comfortable — Very Comfortable

Activities	Comfort in Supervising	Appropriateness
1. Dramatic Play		
2. Blocks*		
3. Art Activities		
4. Woodworking*		
5. Music		
6. Science Activities*		
7. Bike Riding*		
8. Reading Stories		
9. Cooking Experiences		
10. Climbing Outdoor Equipment*		

*Indicates stereotypic masculine activities; others are stereotypic feminine activities. (Note: Remove asterisks when presenting the activity.)

After completing this task, students may go back and indicate whether they think each activity is most appropriate for boys (B), most appropriate for girls (G), or equally appropriate for both boys and girls (BG).

To obtain a score of how comfortable students feel in supervising various activities, have them add up their ratings on both masculine and feminine activities. Higher scores indicate greater comfort in supervising masculine or feminine activities. To examine how students feel about the appropriateness of these activities for both sexes, have them examine the number and types of activities they associate with boys, girls, and both boys and girls. The following questions could be used to discuss student ratings:

1. What stereotypic masculine or stereotypic feminine activities do you feel most comfortable in supervising? Why? What do these preferences tell you about yourself?
2. What activities do you prefer to avoid in the preschool? Why? If given the opportunity to learn how to supervise such activities, what would be your reaction? What activities do you perceive as being most appropriate for boys, girls, or both boys and girls? Why?
3. How do you expect the behavior of boys and girls to differ? How do you feel about girls who get dirty, boss others, and engage in active physical play? How do you feel about boys who are neat, prefer doll play, and choose quiet activities? What behaviors do you find acceptable in preschoolers, but nonacceptable in older children? Why?

POSSIBLE CONCOMITANT LEARNINGS:

- In discussing activity preference ratings, teachers will no doubt want to share their own ratings with students. Such sharing may suggest that an ideal teacher possesses certain preferences, and that specific activities are more likely to facilitate children's development. To increase awareness of the importance of all preschool activities, teachers may describe how each contributes to the social, cognitive, and motor development of the child. (This applies to the first learning experience as well.)
- In examining personal and media stereotypes, students may begin to feel guilty about their stereotypic characteristics and aspirations. These guilt feelings may prevent students from exploring their attitudes and beliefs. Therefore, it is important to develop an atmosphere in which students feel comfortable discussing the problems associated with sex role stereotypes. Open examination of stereotypic attitudes and teaching preferences may lead students to modify their classroom behavior to support preschoolers' participation in a variety of role activities. (This applies to the first and second learning experiences as well.)

OBJECTIVES: The student will be able to:

- identify areas in the preschool environment which expand or restrict children's role options,
- observe children's participation in play activities which have been traditionally viewed as appropriate for boys, girls, and both sexes, and
- redesign the preschool environment to encourage children's involvement in a broad range of roles and play activities.

PRINCIPLE: The classroom environment influences the development of children's interests, abilities, and perceptions of societal roles.

LEARNING EXPERIENCE: To evaluate the present preschool environment, students might examine the overall structure of the classroom keeping the following questions in mind:

1. Where are the areas traditionally associated with girls (e.g., dramatic play, art, reading areas) and boys (e.g., block, science, woodworking areas) located in the classroom? How far are the

areas associated with boys from the ones associated with girls? Are the boundaries between these areas rigid or can materials from one area be asily combined with those from another? What are some areas which illustrate the rigidity or flexibility of the boundaries?

2. What efforts have been made to attract girls to the stereotypic play areas of boys, and boys to the stereotypic play areas of girls?

Students might then examine the variety of preschool curriculum materials, including pictures, puzzles, block accessories, dress-up clothes, books, and manipulative toys. The following questions can be used to explore the ways in which curriculum materials portray male and females roles:

1. What is the ratio of pictures showing male and female characters? What are the occupations and activities undertaken by male and female models in pictures, puzzles, books, and block accessory sets? How are the sexes portrayed differently? Similarly? What behaviors and emotions (e.g., anger, affection, crying) are more likely to be associated with one sex than another? Which characteristics appear equally in both sexes?

2. What props in various areas appear more likely to attract one sex than another? What kinds of clothing items and equipment are found in the dramatic play area? Are these props more likely to appeal to girls? Explain. What props in this area might appeal equally to both sexes (e.g., puppets, cash registers, small suitcases)? What efforts have been made to involve both sexes in climbing, ball play, swinging, trike-riding, and other outdoor activities?

POSSIBLE CONCOMITANT LEARNING:

- Students' evaluations of the preschool environment may lead them to conclude that specific materials are sex-typed and, therefore, "bad" for young children. The students may even suggest that it would be best to remove such materials from the classroom. Therefore, it is important for teachers to emphasize that most materials are not inherently more appropriate for members of one sex. Rather, societal stereotypes and reinforcement for interest in certain materials have produced differences in boys' and girls' play choices. Careful reorganization of the classroom environment may generate children's interest in toys which have been traditionally associated with members of the opposite sex. (This applies to the third learning experience as well.)

LEARNING EXPERIENCE: Over the course of a week have students observe 9 classroom activities, spending about 10 minutes studying each one. The following *Children's Activity Chart*[1] could be used to record anecdotes describing children's play in different areas. Written observations might include: the number of boys and girls in each play area; a brief description of their dress; and, a summary of how they are playing (i.e., materials they use, roles they assume, their general activity level).

[1]Adapted from F. George, *Checklist for a Non-Sexist Classroom* (New York: Womens' Action Alliance, 1975).

Children's Activity Chart

Play Areas	Boys Number	Boys Dress	Girls Number	Girls Dress	Description of Play
A: Dramatic Play					
Art					
Cooking					
B: Blocks					
Tricycle					
Woodworking					
C: Reading					
Sand/Water Play					
Puzzles					

The following questions could be used to discuss students' observations:

1. In what areas do a predominance of boys or a predominance of girls play? How do they play in these areas? What roles do they assume? What do they do with the materials?
2. What are the similarities and differences in the way boys and girls play, and the materials they use? What activities increase the likelihood that children will display specific behaviors (e.g., competitiveness, problem solving, sharing)? Compare the traits and behaviors expressed in a cooking activity to those expressed in a trike-riding activity.
3. How does the clothing of boys and girls differ? How might clothing influence the likelihood that children will choose certain activities, or be successful in certain tasks?

POSSIBLE CONCOMITANT LEARNINGS:

- Observation of children's behavior may convince students that there are physiological and psychological differences between the sexes, and that these differences predispose children to participate more actively in certain activities. Consequently, students may feel that there are advantages to organizing all male and all female play groups. Teachers may respond to these beliefs by presenting research which demonstrates that there are few physical and behavior differences between preschool boys and girls. An excellent article in *Psychology Today* (Maccoby and Jacklin, 1975),[5] which evaluates the myths of sex differences, may be shared with students.
- Children's clothing may suggest that there are inherent differences in boys' and girls' abilities to perform competently in certain tasks. Therefore, teachers may wish to discuss the effects of clothing on children's behavior. For example, it might be noted that "slippery" party shoes and cotton dresses limit young girls' participation in active, messy, outdoor play. To further illustrate this point, teachers may have students compare the play behavior of girls dressed in warm sweaters and jeans with those dressed in more traditionally feminine apparel.

LEARNING EXPERIENCE: Using the knowledge gained from evaluating the preschool classroom and observing children's play, students might redesign the preschool environment to encourage girls' and boys' participation in a broad range of activities, and to provide opportunities for them to work and play together. Sheets of heavy paper (1½ × 2 feet) and other materials could be used to create models of different classroom areas. Designed classrooms should be large enough to accommodate the children and teachers in the early childhood center and should include the following areas: block area, dramatic play area, manipulative play area, reading area, science area, woodworking area, art area, group time area (for large group activities), restroom and kitchen (place in current location), outdoor playground and equipment, and other areas in your classroom not listed above, or which you feel are important. In designing the classroom environment, remember to consider children's developmental levels, health and safety precautions, the need for balance between active and quiet play areas, and, room for storage. Questions listed in the first learning experience could be used to discuss students' preschool classroom designs.

POSSIBLE CONCOMITANT LEARNINGS:

- Some students may question whether it is ethical to modify classroom environments for the purpose of changing children's behavior. They may feel that alternatives produce conflict for the child, and that it is preferable to encourage adjustment to prevailing sex role norms. Therefore, in discussing this issue, it is important to emphasize that the goal is not to limit children's involvement in activities associated with their own sex. Rather, the purpose is to create an environment which exposes

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[5] E. E. Maccoby and C. N. Jacklin, "What We Know and Don't Know about Sex Differences," *Psychology Today* (December 1974), 109-112.

children to a variety of activities, and encourages them to make decisions free of the constraints of sex role stereotypes.

- In redesigning the classroom environment, students may conclude that there is a "perfect" preschool design to eradicate sex role stereotypes. Therefore, teachers may emphasize the importance of continually reexamining classroom environments. Changes in children's developmental levels, teaching objectives, and seasonal weather conditions necessitate changes in design as the year progresses.

OBJECTIVES: The student will be able to:

- identify sex-stereotypic language and behavioral styles in teacher-child interactions,
- analyze the content of role play situations for sex-stereotypic and non-stereotypic behaviors, and
- examine his/her skills in expanding children's role options through use of classroom videotapes.

PRINCIPLE: Adult behavior influences the development of children's interests, abilities, and willingness to participate in a wide range of role activities.

LEARNING EXPERIENCE: To become familiar with *stereotypic language and behavioral styles*,* students might spend 2 days recording teacher-child interactions as shown in the chart below. Special attention may be directed to statements about how boys and girls should act, and children's reactions to these statements. Example:

Teacher Statement	Teacher Behavior	Sex of Child	Child's Response
"Amy, get out of the mud! You'll get your pretty dress dirty."	Teacher pulls Amy away from group of children in the sandbox outdoors.	Female	Amy takes the teacher's hand and returns to the classroom with her.

Students may use information from their charts to answer the following questions about teacher-child interaction:

1. What are some examples of sex-stereotypic messages in the statements and behaviors of teachers? How do teachers behave differently toward boys and girls? What kinds of behaviors do teachers praise or reprimand in boys? In girls? What kinds of tasks are boys asked to perform? Girls? When asking for volunteers do teachers request a "neat" girl or a "big, strong" boy? How do children of each sex react to the statements and behaviors of the teacher?
2. If you were the teacher, would you have interacted differently with the children? Select a situation and explain how you might have behaved.
3. How do you think the teacher behavior influences children's future interest in specific activities? What are some examples of teacher behavior which facilitate children's awareness of role options?
4. In what ways do children's behaviors affect those of their teachers?

POSSIBLE CONCOMITANT LEARNINGS:

- Students may initially be surprised and disappointed by the teachers' differential reinforcement of specific behaviors in boys and girls. They may be unaware of how

*Adapted from L. Johnson, ed., *Non-Sexist Curricula Materials for the Elementary School Classroom* (Old Westbury, N.Y.: Feminist Press, 1973).

"natural" it is to initiate sex-stereotypic interactions with children. Therefore, it is important to discuss the difficulty of changing lifelong interaction styles, as well as the importance of undertaking such a task. The discussion may stimulate students to modify their own stereotypic language and behavior patterns in an effort to expand children's role options.

- In observing teacher-child interactions, students may become aware of the "sexism" in our language. They may realize that masculine words are continuously used to refer to larger human groups and concepts (e.g., mankind, brotherhood, everyone get "his" coat). They may also note that female counterpart words are rarely used to refer to women in traditionally male jobs. Teachers, for example, are more likely to use the term "lady policeman" than "policewoman." Discussions of the bias in language may lead students to adopt terms connoting equality of sexes, such as "people," "children," and "police officers."

LEARNING EXPERIENCE: To provide practice interacting with children, students may role play the following situations. Have one student act as the teacher and others act as the children. Ask them to spontaneously act out their roles and the teacher-child interactions which might follow in each situation.

1. Susie and a group of girls are in the dramatic play area playing house. After watching them for a few minutes, Johnny puts on an apron and dresses a baby doll. Then, he pretends to fill a baby bottle in preparation for feeding the baby. Susie and a few other children laugh at Johnny and call him a "sissy." This makes Johnny angry, and he retaliates by throwing toy dishes at the children.
2. During storytime, a teacher is reading a book about airplanes. Joyce becomes very excited about the story and tells the teacher she wants to become a jet pilot when she grows up. Tommy overhears their conversation and responds by exclaiming, "Silly! You know only boys can be pilots!"
3. Other role play situations might include a teacher's reactions to a very aggressive girl, a boy who cries frequently, or a shy, dependent child of either sex.

After each role play, questions from the previous learning experience may be used to stimulate discussion about sex-stereotypic interactions. Actors in each role play may individually explain their own behavior, and how the other actors' behavior affected them. Situations may be re-enacted after the discussion to compare and contrast different ways of interacting with children.

POSSIBLE CONCOMITANT LEARNING:

- Participation in role play activities may lead some students to feel inadequate in interacting with young children. As high school teachers know, adolescents are particularly critical of their own performance, and self-conscious about their impression on peers. Therefore, the self-confidence of students may be increased by focusing on the positive aspects of their role enactments, including their unique teaching styles, and improvements in interaction skills. (This applies to the third learning experience as well.)

LEARNING EXPERIENCE: To examine the dynamics of teacher-child interactions, students and preschoolers may be videotaped in various classroom areas and situations. Examples of possible areas and situations include:

Areas	Situations
Dramatic play	Student dealing with an aggressive child.
Blocks	Student dealing with a sad or crying child.
Art activities	Student dealing with a shy child.
Woodworking	Student supervising a play activity which involves children of both sexes.

Tapes of the interactions may provide material for self-observation with discussion focusing on the following questions:

1. How do you feel in front of the camera? In what areas and situations were you most comfortable? Least comfortable? Why?
2. Did you respond differently to boys and girls? For example, did you find yourself commenting more on young girls' appearances? Describe your behavior with each sex.
3. How did boys and girls respond to you when you were warm and nurturant? When you ignored or reprimanded specific behavior?
4. How did individual children differ in their reactions to you? How might you change the way you interacted with specific children?

POSSIBLE CONCOMITANT LEARNING:

- In classroom interaction and observation of videotapes, students may note that children respond very differently to them. Some children may respond with immediate interest, while others may ignore or express dislike for them. These behaviors may promote positive or negative feelings about children, and influence subsequent interactions. Therefore, to facilitate constructive interaction, teachers may attempt to develop an appreciation for individual differences in children's backgrounds, abilities, and behavioral styles. Review of a *Scientific American* article (Thomas, Chess and Birch, 1970),[7] which examines individual differences in children's behavior from birth, may be used to stimulate discussion of this issue.

OBJECTIVES: The student will be able to:

- expand children's concepts of their bodies and selves,
- introduce children to different family types and family roles, and
- familiarize children with a broad range of careers and occupations.

PRINCIPLE: Instructional activities facilitate children's understanding of themselves, their families, and the work opportunities available to men and women.

LEARNING EXPERIENCE: Students may be divided into small groups and asked to develop a curriculum unit in the area of human bodies, families, or the world of work. A curriculum unit consists of a set of integrated activities which attempt to increase children's knowledge about a specific topic. Curriculum units include: learning objectives, principles, detailed descriptions of activities, questions which can be used in the presentation of activities to children, and evaluation of curriculum units. Students might review the curriculum activities[8] described under the following topic areas. These activities may be modified for use in the student's curriculum units, and are expected to stimulate ideas for new activities. Teachers may choose to have students implement their curriculum units in the preschool classroom.

Topic Area 1: The following activities may be used to increase children's knowledge of body parts, body growth, and self-concept:

1. *Body Parts:*

   a. Finger plays and songs could be used to help children to identify their body parts (e.g., I Have So Many Parts of Me[9]).

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[7] A. Thomas, S. Chess, and H. Birch, "The Origin of Personality," *Scientific American* 223 (1970), 102-109.

[8] Curriculum activities in this section were adapted from B. Sprung, *Non-Sexist Education for Young Children* (New York: Citation Press, 1975).

[9] B. M. Flemming, D. S. Hamilton, and J. D. Hicks, *Resources for Creative Teaching in Early Childhood Education* (New York: Harcourt, Brace, Jovanovich), p. 109.

b. Body tracing, hand printing, and feet painting activities may enable children to examine their own body parts, and compare them with others.

c. Simple body puzzles and charts[10] which illustrate the structure of the human body and promote discussion about the functions of bones and muscles may be constructed.

2. *Body Growth:*

a. Baby pictures of each child could be obtained and children asked to try to identify their friends on the basis of physical characteristics. Changes which occur as children grow older could be examined.

b. Each child could be weighed and measured at various intervals during the year to allow for personal examination of the growth process.

c. Children may be asked to join a variety of body movement activities such as jogging, hopping, and tumbling to communicate the importance of exercise in physical health and growth. Records with various tempos may be used to facilitate body movement activities.

d. Activities which involve the examination and tasting of foods may be planned to increase children's awareness of the importance of good nutrition for body growth.[11]

3. *Self-Concept:*

a. Finger plays and songs may be used to emphasize the uniqueness of each child and to generate positive feelings about oneself (e.g., Guess What I See?[12]).

b. Pictures of persons displaying different emotions may be presented to foster discussion about the behaviors and causes associated with feelings of sadness, happiness, and fear.

c. A "magic box" with a mirror in the bottom to reflect the face of those who look in could be constructed. Children may be told that the box contains a picture of the most special person in the world, and may be encouraged to look inside after they have guessed the mystery identity. Discussion may explore the characteristics that make each child special.[13]

Student groups which have developed curriculum units on the human body may present their projects to other members of the class. Discussion of these units may focus on the ways in which activities increase children's knowledge of bodily functions, and facilitate children's awareness of their own competence and uniqueness. Groups which have carried out their projects in the preschool may share children's reactions to curriculum activities and describe their own experiences in presenting them.

POSSIBLE CONCOMITANT LEARNINGS:

- In designing curriculum activities on the human body, students may recognize that they have developed expectations for children which are primarily based on body size and physical characteristics (e.g., larger children are more athletic than smaller children). Such expectations are often unrealistic and may have negative effects upon children's self-concepts. Therefore, it is important that students observe and evaluate children's abilities before developing curriculum activities based on developmental levels. Moreover, attention directed at children's individual strengths may facilitate positive growth and development.

- In developing learning activities dealing with self-concept and emotional expression, students may conclude that some of children's emotions are desirable (e.g., love), whereas others are not desirable (e.g., temper tantrum). Moreover, they may

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[10]See B. Brenner, *Bodies* (New York: E. P. Dutton, 1973).

[11]Contact your local Dairy Council for a variety of useful curriculum materials.

[12]Flemming *et al.*, *Resources for Creative Teaching*, pp. 104-105.

[13]Adapted from J. Canfield and H. C. Wells, *100 Ways to Enhance Self-Concept in the Classroom* (Englewood Cliffs, N.J.: Prentice-Hall, 1977), p. 42.

associate certain emotions with a particular sex and convey these beliefs to children. Therefore, it is important to emphasize that all human beings experience a broad range of emotions. Rather than evaluating the moral worth of these emotions, students may focus on developing skills to help children understand, accept, and deal effectively with their emotions.

Topic Area 2: The following activities may be used to familiarize preschool children with different types of families and roles within the family.

1. *Types of Families:*

   a. Children may use magazine pictures to develop a collage of the members of their individual families. Group sharing of these collages may enable children to discover variations in family composition (e.g., single-parent families, intergenerational families, nuclear families).

   b. Families from different racial or ethnic backgrounds may introduce children to experiences associated with their specific cultures, such as cooking, music, and holidays.

   c. Children's stories which describe families of various groupings and lifestyles might be read in class.[14]

2. *Roles Within the Family:*

   a. In order to demonstrate the variety of roles within the family, children could draw pictures of all things their family members do. Encourage children to draw things that their parents and other relatives do for fun (e.g., tennis, family camping) as well as the chores they perform.

   b. Boys and girls could be encouraged to act out family activities in the dramatic play area. Children who are shy about acting may be provided with cardboard figures of family members in the block area.[15] If children's play depicts only stereotypic roles, boys might be asked to demonstrate child care and girls to demonstrate yardwork or household repair.

   c. Another possibility is to arrange to visit a family in their home, or invite a family to visit the classroom. Since the purpose of this unit is to develop a more flexible view of the family, students might begin by selecting a non-traditional family (e.g., single-parent family, extended family, interracial family).

Student groups which have developed curriculum units on the family may present their projects to other members of the class. Discussion of these units may focus on ways to increase children's knowledge about families and family roles, and may emphasize the need to respect each child's family situation. Groups which have carried out their projects in the preschool may share children's reactions to curriculum activities and describe their own experiences in presenting them.

POSSIBLE CONCOMITANT LEARNINGS:

- In preparing curriculum activities for the family unit, students may discover that the white nuclear family is given greatest attention by literature and the media. Such biased coverage may lead students to conclude that the traditional nuclear family is the "ideal" family. Therefore, it is important to emphasize that many non-traditional families function very effectively (e.g., single-parent families, egalitarian or reverse-role families). A focus on the positive aspects of non-traditional family structures and roles may help students become more effective in expanding children's concepts of the family.

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[14]Books which feature single-parent families include: *Joshua's Day* (S. Surowiecki), *Martin's Father* (M. Eichler), and *City in the Winter* (E. Schick). *The Sunshine Family* (S. Lorre) describes friends moving to the country to begin a new family, and *Black is Brown is Tan* (A. Adoff) shows an interracial family.

[15]*My Family Play People:* A block accessory set consisting of 12 cardboard figures which can be used to represent three generations of a child's family members. The figures are not depicted in activities related to traditional sex-stereotyped roles, and include both black and white family members. The set is manufactured by the Milton Bradley Co., and distributed by the Women's Action Alliance, 370 Lexington Avenue, New York, N.Y. 10017.

- Classroom presentations of families from different cultural backgrounds may lead students and preschool children to develop a stereotypic picture of that culture. Therefore, it may be stressed that just as individuals in this culture have different families, individuals from other cultures have families which vary with respect to composition and role responsibilities. Discussion may further emphasize the common goals and functions of families in all cultures.

Topic Area 3: The following activities may be used to examine occupations both inside and outside the home:

1. *Homemaking:*
   a. Homemakers of both sexes could be invited to talk with children about homemaking activities such as child care, meal preparation, and household repair. In order to compare homemakers' work with that performed in other occupations, teachers might also invite nurses, chefs, and plumbers to explain how their jobs involve components of homemaking.
   b. Children could develop large picture charts and stories portraying the many things that homemakers do.
   c. Stories describing individuals of both sexes in homemaking activities might be read to children.[16]
2. *Other Occupations and Professional Careers:*
   a. Photographs of males and females in a variety of careers and occupations may be displayed. Group time may be used to discuss work opportunities for men and women.
   b. Study tours may be organized to expose children to men and women in various careers. Community workers might also be invited to demonstrate their jobs in the classroom. Following discussion of a particular career, job-related props may be placed in the dramatic play area.
   c. Lotto games, puzzles, and flannel boards may be constructed to show adults of both sexes in a variety of counterpart roles.
   d. Children may be read stories which portray males and females in activities and careers which cut across sex lines.[17]

Student groups which have developed curriculum units on careers and occupations may present their projects to other members of the class. Discussion of activities dealing with work inside the home may focus on ways to increase children's knowledge of the complex skills involved in homemaking, as well as ways to communicate public acceptance of this option for both men and women. Similarly, discussion of work outside the home may deal with ways to introduce children to a variety of careers which they can pursue in the future. Groups which have carried out their projects in the preschool may share children's reactions to curriculum activities and describe their own experiences in presenting them.

POSSIBLE CONCOMITANT LEARNINGS:

- In developing curriculum activities focused on work roles, students may become aware of a tendency to devalue homemaking. Since homemakers receive no salaries or wages, their work has acquired little status in our society. Therefore, discussion emphasizing the complex skills involved in homemaking and the contribution of homemaking to the well-being of family members may help students build respect for this occupation in preschool children.
- The difficulty of obtaining pictures of men and women in non-traditional roles may lead to a distorted view of America's work force. Specifically, students may feel that

[16] An excellent annotated bibliography of non-sexist books for children from preschool to third grade is included in S. Shargel and I. Kane, *We Can Change It* (San Francisco, Calif.: Change for Children, 1974).

[17] See Shargel and Kane, *We Can Change It.*

the overwhelming majority of women prefer homemaking, whereas men have almost no interest in nurturant and household work. Discussion emphasizing the numerous occupational interests of men and women may increase students' effectiveness in presenting preschool activities which focus on work opportunities for both sexes.

by *Arthur Gravatt*

The unity and diversity of the peoples of the United States are remarkable social phenomena. Our history is one of immigrant groups seeking a new life in a land dominated by those who preceded them. The Native Americans, the Indians of the United States and Mexico, were the first settlers. The early immigrants were largely white Europeans, primarily English, Dutch, and French. However, Blacks did accompany the early explorers and first settled in Jamestown, Virginia, in 1619 as indentured servants not as slaves.

Our diversity comes from the variety of our racial, religious, and nationality backgrounds, our unity from the similarity of personal and national goals of economic, political, and social justice for all regardless of race, creed, or color. Each community can point to its own successes and failures in fulfilling these goals.

To some degree each person is a member of an ethnic group. That is, each of us has a cluster of shared beliefs and practices which identify us with one group more than they identify us with other groups. For example, the shared beliefs and practices may be largely religious with little awareness or recognition of national origins. Or, the shared beliefs and practices may include religious, economic, political, and language characteristics which are consciously and purposely maintained to separate a group from other community members. An example of the first type would be the white Protestant American who has been assimilated into the dominant society to the point that historical origin as Scot, Dutch, English, or Finn is only of occasional conversational interest. The Amish clearly represent an ethnic group of the second type. Intermediate examples of assimilation would include Blacks, American Indians, Chicanos or Mexican-Americans, American Jews, and Asian-Americans.

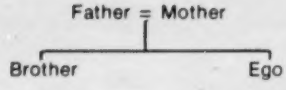
The current trend in the United States is to appreciate and encourage the multi-cultural or pluralistic nature of the society. The television portrayal of the book *Roots* by Alex Haley did much to dramatize for all Americans the significance of our past in understanding our present and our future.

Ethnic identity has an individual and a group meaning. As an individual, it refers to the degree to which one sees oneself as having characteristics of the group (e.g., the degree to which one sees him/herself as being Black, Jew, Indian, Norwegian, or Anglo-Saxon). Group identity refers to those characteristics and guidelines for behavior which members attribute to themselves. An ethnic group not only defines itself, it also attributes characteristics to the other ethnic groups. For example, the Anglo-Saxon whites attribute certain characteristics to themselves and other characteristics to other ethnic groups.

Although individuality is highly valued in American society, there also is a tendency to see individuals as members of groups; for example, Baptist, Polish-American, Republican, blue-collar, Southerner. Thus, one might expect ethnic group members to be confronted with an identity conflict between having an ethnic/minority or a dominant American identity.

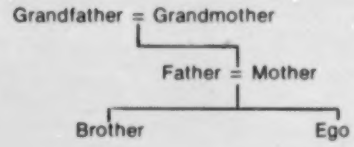
Every culture has beliefs about the "ideal" family, but in no culture do all families fit the ideal. For many reasons, families vary from the single parent to the three generation extended family. Anthropologists have devised a way to diagram a family showing its relationships.

The simplest complete family unit would be the residence group of husband-wife (father-mother) and their children.



The = sign indicates marriage, the vertical line indicates descent, and the horizontal line indicates siblings. Usually a circle is used to indicate a female and a triangle a male. Ego refers to the person whose perspective the diagram represents.

One variation on this pattern is the single parent; for example, the mother and children where the father is absent. Another variation would be the three generation household.



Some families are relatively closed; that is, only the husband-wife and their children reside in the household. Other families are more open with other relatives (e.g., uncles, aunts, cousins) or unrelated persons living in the household as members of the family. These other persons are frequently given kinship titles. For example, a child may call an adult male living in the household "daddy" or "uncle" when he is not related by blood or marriage to the child. A family which takes in an unrelated child quickly calls the child "son" or "daughter," "brother" or "sister."

A much more complex pattern of relationships is found in the kinship system of the Navajo Indians. An individual Navajo may trace relationships through as many as sixty different categories, so that two Navajos may be related several different ways.

Thus, one observes two kinds of variations. The first is the variation in "ideal" or preferred patterns among ethnic groups. The second variation is variation from the ideal within a given ethnic group. These variations are probably universal in human societies.

OBJECTIVES: The student will be able to:

- identify the ethnic past of the community as a factor in contemporary ethnic relations,
- identify the variety of ethnic groups in American society and their transition from "newcomer" status to that of long-time resident, and
- determine similarities and differences between a family's and a community's view of ethnic relations.

PRINCIPLE: Within each community there are forces which contribute to diversity and unity within and between ethnic groups.

LEARNING EXPERIENCE: Each community has a history of settlement usually characterized by successive waves of newcomers. A useful tool in understanding any community is to find out when and why various newcomers settled there.

Students may increase their understanding of community diversity by exploring how and why one's own family came to a community. By interviewing the oldest member of their family, they may find out how their family came to settle there. Information about reasons for migrating, how the location was chosen, what kind of work the first person did, where and/or with whom one lived are good beginning points for discussion. Additional information about what the community was like such as size, ethnic composition, languages spoken, major work opportunities, and/or religious characteristics expand the knowledge base for understanding the community today.

Members of the local historical society, long-time residents, the librarian, the history teacher, and clergy may be very helpful in seeking out information. History books, maps, old newspapers, city directories, and church records reflect changes in a community's ethnic identity. A series of simple maps of a community showing changing ethnic composition graphically illustrates diversity and unity. The changing character of neighborhoods from predominantly Irish to Italian to Black, for example, tells much about who came to a community and when, but also tells about the social mobility and assimilation of newcomers.

This experience is intended to provide a historical perspective for current ethnic concerns. Current attitudes, beliefs, and practices are derived from the experiences of those who preceded us. By

contrasting their observations with those of earlier generations, students may be better able to understand their own and others' behavior.

POSSIBLE CONCOMITANT LEARNING:

- In examining a historical perspective one often encounters an American resistance to looking at where we have come from and where we are going. If such reluctance is expressed, the teacher's own feelings and attitudes about history may influence the students' initiative and enthusiasm. One's own family experiences may have been exceptionally positive or exceptionally negative making it difficult to look at interethnic relations.

LEARNING EXPERIENCE: Considering the school as a community, students experience daily the diversity and unity of American society. The processes of growing toward ethnic understanding and acceptance are facilitated by a creative environment such as that found in the public school.

An obvious example of ethnicity is in the names of the pupils and staff of the school. Among white ethnics, the names are likely to reflect a European nationality background. Frequently, however, individuals Anglicized their names to facilitate spelling and pronunciation or to obscure ethnic background. For Spanish speaking ethnics, it is often necessary to identify Puerto Rican, Cuban, Mexican-American, and Filipino origins. Names of Blacks may not give a clue to ethnic identity. However, some Blacks have changed their names from those that obscure to those that represent their African roots. LeRoi Jones, the distinguished Black author, poet, and playwright, changed his name to Imamu Amira Baraka for that reason.

School statistics gathered for reporting to federal agencies may be available regarding the ethnic composition of the school. After identifying the ethnic composition of the school, factors which have contributed to maintaining a separate ethnic identity and factors which have contributed to becoming assimilated into the dominant culture may be identified and discussed. Some factors to consider are the influence of schooling, intermarriage, occupation, geographic mobility, presence or absence of ethnic neighborhoods, religion, language, and race.

POSSIBLE CONCOMITANT LEARNING:

- The presence or absence of ethnicity as a factor in a community may influence a teacher to omit some of these experiences. On the one hand, they may be considered "too sensitive" or on the other hand "too remote or not applicable." However, the ubiquity of ethnic concerns in the mass media provides all of us with a degree of awareness and reality so it is difficult to see ethnic problems as being of no concern. The sensitivity of ethnicity challenges the teacher to help students develop greater insight and coping skills.

LEARNING EXPERIENCE: The individual is first influenced by his/her family and its relationships to its own ethnic group and to the larger society. The larger community may relate to the ethnic group with little or no awareness of ethnic differences. It may, however, be very much aware of ethnic differences and want to maintain them or reduce them. The ethnic group itself may want to maintain its separateness as much as possible, seek dual identity, or lose its ethnicity and become assimilated and acculturated into the larger society.

By comparing different ethnic families, relations between family and community might be considered. For example, the white Protestant Anglo-Saxon family may be compared with Amish and Black families. Discussion might focus on questions such as: How does each view the community (i.e., supportive, neutral, threatening, destructive)? How does the community view the ethnic (i.e., equal, a threat, an asset)?

Additional insight into the concept of family and community might be gained by role playing a mother or father of a particular ethnic background preparing an elementary school child to enter a newly integrated school. Students can sense the nature of family-community relations by the adjectives and verbs used to portray what one is likely to encounter and how to cope with it. Non-verbal cues to feelings and beliefs are evident in gestures, facial expressions, and body posture used in the

role playing. After discussing the role playing, it may be useful to role play the situation again taking into account suggestions made by the class.

POSSIBLE CONCOMITANT LEARNING:

- Comparing the historical experiences of various ethnic groups may lead students to rate some ethnic groups as superior to other groups in their ability to assimilate and adapt to an urban industrialized society. The teacher may help students deal with this by pointing out the importance of diversity as a strength not only in maintaining the integrity of the ethnic group, but also in enriching the total society.

OBJECTIVES: The student will be able to:

- identify ethnic group labels which reflect an objective or subjective description of a group designed to communicate a feeling about the group,
- identify factors influencing ethnic transition, and
- identify variations in value orientations of various ethnic groups.

PRINCIPLE: Ethnic minority group members may have an identity conflict in choosing whether to maintain an ethnic identity, adopt a dominant American identity, or to develop a bi-cultural identity.

LEARNING EXPERIENCE: Students might brainstorm some names used by ethnic group members to describe themselves using groups in their community or groups with whom class members are familiar. The class could then be divided into task forces representing various ethnic groups to develop a list of labels and their meanings for each ethnic group such as:

Anglo-Saxon white	—American, English, "Old American"
Black	—Afro-American, Negro, Black Muslim, Black (The term "colored" is used only in the special case of the National Association for the Advancement of Colored People.)
Mexican-American	—Mexican-American, Mexican, Spanish-American, Chicano
Indians	—American Indian, tribal name (Cherokee, Navajo, Sioux), reservation name (Warm Springs, Klamath)

While developing the list of identity labels, class members are likely to think of stereotype labels used by ethnic groups to describe themselves and other ethnic groups. The task forces might also develop a list of stereotyped labels used to describe one's own ethnic group and other ethnic groups. (The complexity of an ethnic identity is vividly portrayed by the film *I Am Joaquin*[1] which gives the historical, cultural, and political roots of the Mexican-American experience.) Labels used by ethnics to describe themselves and others might be compared as a summary.

POSSIBLE CONCOMITANT LEARNINGS:

- It is possible that students will be more familiar with stereotyped labels and identify them as objective descriptions rather than the subjective pre-judgments they are. Teachers may feel uncomfortable discussing stereotypes and communicate implicit approval of stereotypic thinking by their discomfort. Omitting discussion of stereotyped labels may lead students to think that the teacher approves of them.
- Discussion of labels may upset students in mixed ethnic classes if the teacher takes a strong stand in evaluating local labeling customs. A neutral approach would be to examine the local labels in terms of their history and the kind and frequency of association which leads to the labeling and to explore how the student generation feels about the labels. Class focus should be on the label and not on the person or persons who use the labels.

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[1] *I Am Joaquin*, El Teatro Campsino. C, 20 min., 1969.

- Although the focus is on comparing objective and subjective meanings of labels, some students may interpret the discussion as acceptance or rejection of the persons from whom they learned the labels (e.g., parents, other adults). The teacher might reduce the likelihood of this happening by pointing out that all of us use stereotypic thinking. The purpose of the class discussion is not to reject persons but to increase understanding of ourselves and others.

LEARNING EXPERIENCE: A dominant theme in U.S. thought is the replacement of one's native culture by American culture through the process of "Americanization." Applying this idea to native American Indians, the dominant society has expected "de-tribalization" by a process of change from primarily a tribal identity to a non-tribal identity or from an Indian to a white orientation.

Another possibility is to maintain a bi-cultural identity with freedom to be both an Indian and an "Anglo-Saxon American." In this case, one would expect to see a mosaic of two cultures rather than disappearance of the original culture due to replacement by the new culture.

Several factors influence the ease and degree of transition from original identity to new identities: initial status of the ethnic group, political action, the economic role of the ethnic, and race.

Using the interests of the students, they might select one or more ethnic groups for studying the transition process. The class might divide into work groups to investigate all factors related to a single ethnic group or to investigate a single factor related to several ethnic groups.

Some points regarding initial status include the contrast between the European immigrant and Black, Asian, and current Mexican-American immigrants. The American Indians and Mexicans who were here when the whites came encountered different problems. The basic concern is "What are the consequences of their initial status on the sense of self and identity of the individual ethnic and the group as a whole?"

Political events such as legislation regarding citizenship, ownership of property, and other civil rights profoundly affect the identities of both dominant and ethnic/minority groups. Laws, treaties, wars, purchase, rebellion, and court decisions have been and are prominent in the ethnic minorities struggle for identity. After researching the various ethnics' experiences, student reports might be used to share findings with the class. Discussion might focus on the consequences of these experiences for the self-concept and identity of the ethnics involved.

Ethnic role is another factor in ethnic identity. The immigrant has been highly valued because of the need for cheap labor, but he/she has been dispensable and easily replaced by subsequent immigrants. Geographic proximity has made this particularly difficult for Mexican-American immigrants. When needed, they are eagerly recruited; when not needed, they are sent back. As a class, students might investigate the reactions of the dominant group and the minorities to these conflicting values. Current newspapers and magazines provide many examples of ambivalent and contradictory feelings to laws designed to treat all persons equally (e.g., equal opportunity, school integration, minimum wage, and immigration laws).

Race is another factor influencing ethnic transition. The visibility of racial characteristics is a constant reminder of one's history and a cue for those using stereotypic judgments.

Transition is affected by all four factors. The class might discuss why some ethnic groups, such as European-Americans, have found it easier to become "Americanized" than other groups. As a summary, the discussion might be centered around the following question: What are the advantages of being bi-cultural—both ethnic and "American"?

POSSIBLE CONCOMITANT LEARNINGS:

- Students may have uneasy feelings about the treatment of ethnic minorities by the white dominant majority. The teacher could deal with these feelings by acknowledging these past and current injustices. However, the issue for the younger generation is current and future action. The students cannot undo historic events; however, they can make decisions about their own behavior towards ethnic minorities. They can vote, and they can establish communication between and among groups.
- Discussion of current legislative attempts to equalize opportunities among all groups may elicit feelings of resentment. The argument frequently heard is "My

people made it, why can't yours?" The fear and resentment of students may be handled by the teacher by acknowledging the diversity of opinion about how to achieve equality. There appears to be universal agreement about the goals of the legislation. The disagreement is over the means to achieve the goals. The class might discuss alternatives to achieve the goals. One approach might be to ask students "If you could do anything you wanted, how would you achieve the goal of equality among all groups in the U.S.?"

LEARNING EXPERIENCE: The similarity between values held by members of one group and those held by members of another group is a measure of the identity of the two groups. Some people believe that if a person comes from a group whose cultural values differ considerably from the dominant value orientation of the United States, the person may have some problems in adapting to life in the United States, and that the longer the newcomer lives in the U.S., the more one would expect the newcomer to adopt some of the American values. Others with strong bicultural leanings would disagree.

There are several ways students could determine an ethnic group's value orientations. One could observe behavior by listening to what people say, listening to the ideas expressed in music, drama, poetry, watching the things people do, and studying their self-portraits in paintings and drawings. Clothing, furnishings, and jewelry also reflect one's identity. Another way easily adapted to the classroom is a questionnaire. The class could, for example, respond to the statements given below. Upon completion, the variety of responses given could be discussed to determine whether there are patterns of responses for different ethnic group members.

Directions: Choose the response which best describes your beliefs about human behavior.

1. Human beings are basically: (a) evil; (b) a mixture of good and evil; (c) good.
2. Humans live: (a) under the control of nature; (b) in harmony with nature; (c) by mastering nature.
3. People like me emphasize the: (a) past; (b) present; (c) future.
4. People's behavior should: (a) be natural and show how one feels at the moment; (b) show what one can become in the future; (c) show one can accomplish things and get things done.
5. People should associate with other people: (a) according to their roots with past generations; (b) according to their contacts with people about them now; (c) by being an independent individual.

Note: Ethnic groups have been identified as having distinct patterns of answers to questions like these, for example:

Anglo-Saxon American patterns: 1. b; 2. c; 3. c; 4. c; 5. c.
Mexican-American patterns: 1. b; 2. a; 3. b; 4. a; 5. a.
Italian-American patterns: 1. a; 2. a; 3. b; 4. a; 5. b.
Puerto-Rican American patterns: 1. a; 2. a and b; 3. b; 4. a; 5. b.[1]

Another way of comparing cultural values is to give students a chance to listen to music of different ethnic groups (e.g., white rock, Mexican-American rock, and soul). Students might list the adjectives which describe their feelings as they listen. Then, the class might compare the adjectives of each ethnic group represented with each of the three types of music. Discussion of the words and the ideas they symbolically represent is a good way to begin an understanding of values expressed in songs.

POSSIBLE CONCOMITANT LEARNINGS:

- Whenever values are discussed there is the possibility of some students concluding that one's own values are superior to another set of values. The teacher might emphasize that each group feels its own values are superior. The purpose of the

[1]John Papajohn and John Speigel, *Transactions in Families* (San Francisco: Jossey-Bass Publishers, 1975).

lesson is to become aware of the variations in value orientations, not to decide which are superior and which inferior.

- Ethnic minority students may conclude that "outsiders" do not really understand the minority experience and, therefore, cannot teach about it. The teacher may deal with this situation by using ethnic minority resource persons as much as possible. Ethnic minority authors have eloquently expressed the value orientations and conflicts they have experienced. The teacher may use their writings as a voice speaking on behalf of the ethnic minority.

OBJECTIVES: The student will be able to:

- compare and contrast family structures of various ethnic groups.
- describe differences in family relationships (marital, parent-child, sibling) among ethnic groups, and
- use problem solving skills to selected ethnic minority family situations.

PRINCIPLE: Ethnic families vary just as the dominant white family varies in family membership.

LEARNING EXPERIENCE: Development of appreciation of one's family roots can begin by identifying who is included in one's family. Students could be asked to develop a family chart showing brothers, sisters, cousins, uncles, aunts, grandparents, and greatgrandparents. After drawing the diagrams, students may want to enter the dates of marriage, divorce, birth, and death. The mobility of American families can be shown by adding the places where each event occurred. A photographic essay might be developed using pictures of family members.

Discussion of family characteristics may be made by ethnic category. For example, one can look at variations among the Italian-American families, among Black families, and so forth. Ethnic families may also be studied by looking at the traditional family in China, for example, and changes with each generation in the United States.

If the class does not have a variety of ethnic groups represented, the teacher may ask resource persons to provide the information or use sociological, psychological, anthropological, or biographical accounts.

POSSIBLE CONCOMITANT LEARNING:

- Students may be embarrassed if their families do not fit the "ideal" model of the nuclear family. By stressing the diversity among families, the teacher reduces the likelihood of students being embarrassed. Also, by asking students to volunteer the use of their diagrams for class discussion, a student has a chance to avoid public scrutiny.

LEARNING EXPERIENCE: Variations in family relationships are so great that only selected aspects of three broad categories of relationships are considered here: marital, parent-child, and sibling. Every culture has preferred definitions of how families ought to be established and how the members ought to relate to each other. There is usually a discrepancy between what ought to occur and what does occur. Each family develops its own patterns of carrying out roles. Some questions which clarify relationships include:

Marital: Who is the dominant authority in the family? How strong are marital bonds? Who determines the choice of a mate? What are the bases of choosing eligible mates? Where is one expected to live after marriage? What are rules governing premarital sexuality? Premarital pregnancy?

Parent-Child: How strong is parental authority? Are sons and daughters equally valued? How long does the parent have control over the child? What are the obligations of parent to child and child to parent? What rules govern inheritance?

Siblings: How close are the bonds of siblings to each other? Do children share equally in inheritance? What obligations do siblings have to each other?

After investigating answers to these questions either by interviewing family members or by reading books and articles, the class could compile a summary chart similar to the following:

COMPARISONS OF FAMILY RELATIONSHIPS BY ETHNIC TYPE

Family Relationships	Ethnic Type					
	Anglo-Saxon American	Black	Mexican-American	Japanese-American	Native American Indian	American Jew
Marital Relations						
Degree of Authority	(equalitarian, patriarchal, matriarchal)					
Strength of Bond	(temporary, easy divorce, no divorce)					
Choice of Mate	(Who determines choice? Self-personal choice, parental choice, mixture)					
Criteria for Choosing Mate	(social class, religion, race, value congruence, need fulfillment, employability)					
Premarital Sexuality	(forbidden, accepted, encouraged)					
Premarital Pregnancy	(abortion, parents raise child, single parent raises child, marriage, adoption)					
Parent-Child Relations						
Strength of Bond	(high, miderate, low)					
Degree of Authority	(high, middle, low)					
Value of Sons and Daughters	(equally, sons higher, daughters higher)					
Length of Parental Control	(until puberty, until marriage, until death of parent)					
Obligations of Parent to Child	(support, education, finding a job)					
Obligations of Child to Parent	(support, care until death, partial support, none)					
Siblings						
Sibling Bonds	(high, moderate, low)					
Inheritance	(oldest son/daughter, equally, youngest son/daughter)					
Mutual Obligations	(none, some, many)					

POSSIBLE CONCOMITANT LEARNING:

- Students may be embarrassed by or apologetic about the differences between their own families and the white middle class definition of a family. A teacher's own values and beliefs about a "good" family may also communicate negative feelings to a student. Family differences should be seen as having strengths in their diversity.

LEARNING EXPERIENCE: Every family has to deal with the identity crises facing its members throughout life. For the ethnic minority family, the problems are more severe because the ethnic minority person has to resolve identity issues on both a personal and a group basis. They have to achieve an acceptable balance between ethnic minority and dominant cultures in addition to the normal developmental crises of "growing up."

Role playing identity issues is one method for trying out solutions as a means of improving one's

skills in dealing with real life situations. The following role playing situations represent problems which arise within a family as well as those between the family and the community:

1. A Mexican-American adolescent wanting to make her/his own decisions using the argument that "the other kids don't have all that supervision."
2. A Chinese-American father complains to his wife that the children don't honor him the way children are supposed to.
3. An Italian-American wife has taken a job and tells her husband that he has to start doing some of the "woman's work around the house."
4. A Black mother advising her elementary school son what to expect when he goes to the newly integrated predominantly white school.
5. A white male student telling his father he wants him to invite a Black student and his father to go with them to a basketball game.
6. Your class is planning an open house inviting all parents to the class and you are on a committee to write a letter to make all parents feel wanted and welcomed.

Students might suggest additional role playing situations which interest them. Those students who are not involved in the role playing could assume observer roles looking for evidence of: comfort/discomfort in verbal communications; nonverbal messages given via gestures, body position, eye contact; willingness to consider all ideas; and, ability to reach a solution.

POSSIBLE CONCOMITANT LEARNINGS:

- Both minority and majority students may experience feelings of shame or guilt at expressing feelings about developmental conflicts. The teacher may help students cope with such feelings by describing the universality of change and its impact on individuals and their interpersonal relations. Sharing some of the teacher's own "growing pain" experiences may reduce students' concerns.
- Role playing an example of an identity issue only once may lead students to think there is *one* solution to the problem. This can be avoided by role playing the issue more than once with different solutions.
- Interpretation and analysis of the content of the role playing by the teacher and the class are essential.
- "Debriefing," discussing one's feelings about the role playing, and returning to the real life situation of the classroom and one's own family will also help students see the variety of solutions individuals and families find to these universal identity issues.

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Living Environments

by *Wendy Lofgren*

A living environment is the sum total of one's surroundings, including all the places one lives, works, and plays. As an area of study, it has much more to offer students than mere blanket guidelines for selecting and/or organizing those spaces. There are a myriad of factors which have much to do with determining the quality of living environments for families, individuals, and diverse groups of people, some of whom have special needs and preferences. By providing students the opportunity to explore these factors, within the context of their own needs and preferences and those of their region and nation, they will be better able to make effective living environment related decisions on a personal as well as societal level during their lives.

These learning experiences have been placed in the context of four broad principles. These principles deal with selecting housing and housing locations; selecting, using, and caring for household furnishings and accessories; selecting materials for housing construction; and, developing kitchen plans. For each, an attempt has been made to explore some of the factors referred to above which affect the quality of one's living environment. These factors include safety practices, energy use, provision for the handicapped, provision for individual needs and preferences (including cultural and economic), and personal responsibility as a citizen.

OBJECTIVES: The student will be able to:

- describe the costs associated with various types of housing,
- identify types of housing and housing locations that will meet personal and family needs, and
- describe factors which may be important to consider before selecting a housing location.

PRINCIPLE: Factors considered before selecting housing and housing locations often determine the level of satisfaction felt after making these decisions.

LEARNING EXPERIENCE: By using printed resource material or interviewing a variety of people, the costs of moving into an existing home in good condition, an existing home that needs renovating, and a previously unoccupied home might be investigated. A summary of the types of costs and total expenses which would be involved for a handicapped person as well as a nonhandicapped person might be shared in class.

POSSIBLE CONCOMITANT LEARNINGS:

- Renovation "needs" are somewhat subjective and may produce two results in terms of classroom learning. By giving attention to only structural soundness and/or cosmetic appearance, the teacher may be saying that efficiency of energy use is not of great importance. On the other hand, attending to structural soundness may indirectly say that it is important to consider safety when selecting housing.
- Though three housing options are considered in this experience, they are all of the "buying" nature. Thus, students may be given the impression that buying is more desirable than renting. Considering economic needs and lifestyles may, however, indicate that renting is the better alternative.
- The housing options are limited to single family dwellings. Thus, stereotyped images of the nuclear family lifestyle as the most acceptable may be conveyed. Mes-

sages relating to the use of natural resources, land and building materials, and one's personal responsibility as a citizen may also be received. Students may really hear: "One need not concern oneself with natural resources," or "Use them as long as they are available," or "Build as many houses as we want," or "Let the future take care of itself." Attending to these possibilities by providing illustrations of options other than single family dwellings (i.e., apartments, mobile homes) and discussing the relative impact of each in terms of the use of natural resources provides students an opportunity to develop greater awareness of the larger consequences of their housing decisions.

LEARNING EXPERIENCE: The meaning of "home" could be explored by defining it in a class round robin discussion. Then, working alone, students might proceed to complete the following unfinished sentences: "In my first home I *must* have . . ."; "In my first home it *would be nice* to have . . ."; and, "In my first home I *won't need* . . ." Pictures of types of housing and housing locations that meet student needs as identified by their responses could be selected and displayed. Sharing results with classmates and summarizing the ways in which housing and housing locations can meet personal needs might be used to conclude this experience.

POSSIBLE CONCOMITANT LEARNINGS:

- As designed, this experience conveys the positive message that individual needs and preferences (e.g., economic, cultural, physical) are important factors in selecting housing. Possible negative messages may be conveyed, however, by the types of pictures that are made available to students for completing the assignment. If pictures of only luxurious and elegant types of housing are provided, the positive aspect of personal choice may be negated. Students may learn that expressing individual preferences is all right only insofar as they correspond with those of the teacher. Similar negative messages can be avoided by supplying picture alternatives that provide options for handicapped persons, for those who plan to live in other than traditional single family dwellings, and for those concerned with energy use and the environment.
- By actively encouraging students in both word and action to express values that are truly their own, the teacher can be assured that it is the students' rather than the teacher's values that are being represented in picture choices.

LEARNING EXPERIENCE: The class might invite a realtor to discuss factors to consider in selecting a housing location (e.g., proximity to work, school, church, recreation, shopping). The realtor might be asked to point out factors that might be especially important to handicapped persons and to contrast rural, urban, and suburban areas. The main points might be summarized. Then, the class might choose to develop a checklist of factors that would be most important when selecting a housing location.

POSSIBLE CONCOMITANT LEARNINGS:

- A positive message conveyed by this experience is that individual needs and preferences are important in selecting a housing location. Students learn indirectly that cultural and lifestyle differences are acceptable.
- Developing the checklist based on what was learned has other potential implications, both positive and negative, depending on what actually was heard. This may well be a consequence of the attitude of the speaker as well as the content of the presentation. Some possible messages include:

Speaker says:	*Student hears:*
1. Suburban areas are generally quieter areas in which to live and have less crime.	1. I live in an urban area, therefore I am a member of a criminal segment of society. I should feel unsafe where I live. I

should really try to move to a suburban area even though I enjoy the neighbors I now have. It is better to leave higher crime areas than try to do anything about them.

2. Being close to church is an asset in buying a home.
2. I do not go to church so I do not measure up to what is expected of me.
3. Close proximity to a shopping area is an advantage.
3. I should be concerned with buying things and/or being close to a shopping area might save energy.

- Consider the type of speakers who are invited to class. If students' friends, parents, aunts, or uncles in addition to professionals are included as presenters, students may recognize the value of using a variety of human sources of information in decision-making.

OBJECTIVES: The student will be able to:

- formulate guidelines for use in selecting household furnishings and accessories,
- describe products, equipment, and procedures which can be used to effectively care for carpets, and
- create personally satisfying home furnishings and accessories from on-hand, low cost, and/or used materials.

PRINCIPLE: The way in which household furnishings and accessories are selected, used, and cared for determines the degree to which they satisfy personal and family needs and wants.

LEARNING EXPERIENCE: Individually or in pairs, students could select a specific household furnishing or accessory item such as a coffee table, lamp, or sofa to investigate. A visit to a local furniture store may be useful in identifying options available, including cost, and the materials and methods of construction used in each option. Afterward, students might select the alternative felt to be the best buy based on value received for cost. A written report justifying the choice could be prepared and findings presented to the class.

POSSIBLE CONCOMITANT LEARNINGS:

- Since students might be directed in this experience to investigate options in a local furniture store, emphasis is placed on purchasing new furnishing and accessory items. If students investigate options in used furniture and/or antique stores as well, they are given an opportunity to recognize the personal satisfactions that can be derived from "making it yourself" and/or assembling various collectable items.
- Students could also be instructed to evaluate furnishing and accessory options only in terms of value received for money spent. Broadening the evaluative criteria to include factors such as energy used in material production and assembly, personal aesthetic preferences, and physical needs allows students to develop greater awareness of the meaning of "value received" in a furnishing or accessory item. In this context, a student might determine that it would be better to pay more for an item of lower structural or material quality because it meets special physical needs (i.e., ease of use) and/or corresponds closely with aesthetic preferences (e.g., color, texture, design).

LEARNING EXPERIENCE: Students could collect a variety of products and equipment available on the market and then use them to clean carpet samples representative of different fiber contents, weaves, and designs. After the experiment, students might identify the most effective ways of clean-

ing at least five different types of carpets and share ideas in class. A display of products, equipment, and carpet samples could be set up as a follow-up activity.

POSSIBLE CONCOMITANT LEARNINGS:

- Emphasis is placed in this experience on discovering the most effective ways of cleaning various kinds of carpets. Care must be taken that students not learn to consider only the end result of the cleaning. Considering other factors, such as human and non-human energy expended and cost might alleviate this potential problem. Providing students the opportunity to weigh the advantages and disadvantages of both cleaning products and electrical cleaning equipment might reinforce beliefs that equipment expenditures are not always justified and/or that differences between the results of various cleaning methods do not justify time involved and/or money expended.
- Though most teachers deal with other floor covering options in a furnishing and accessory unit, overemphasis on carpeting may produce some negative, unintentional results. Handicapped students may believe that they must have carpeting in their future homes, even though doing so may make it much more difficult for them to move about and carry out cleaning activities. Carpeting is, furthermore, often more expensive than other floor coverings. Devoting equal amounts of time to the study of selecting, using, and caring for other options as well provides students with a clearer perspective about the relative importance and desirability of selecting and/or living in a carpeted housing unit.

LEARNING EXPERIENCE: A variety of resources could be provided in order for students to collect pictures and instructions related to updating, renovating, and/or building interior furnishings and accessories. Each student might select a simple furnishing or accessory project to carry out in class. Results could be shared with classmates with individuals explaining how they plan to use their projects at home.

POSSIBLE CONCOMITANT LEARNING:

- By providing students an opportunity to use what they already have to create a "new" furnishing and/or use their skills to construct one, students may learn indirectly that "it is not always necessary or desirable to purchase factory-made goods; that energy can be conserved by recycling such goods; and/or that doing the work yourself provides new opportunities for expressing personal aesthetic preferences, staying within a personal budget, meeting special physical and/or other needs, and developing self-esteem."

OBJECTIVES: The student will be able to:

- select suitable materials for the construction of housing in given areas, and
- compare the cost and environmental impact of various materials used in the construction of housing.

PRINCIPLE: Recognition of factors to consider in selecting materials for use in constructing housing can lead to higher degrees of need satisfaction on a personal and family level and often on a societal level.

LEARNING EXPERIENCE: The school industrial arts teacher could be invited to discuss the various types of materials which are used in the construction of housing. Then, students might be given a description of a particular geographic location, including the climatic conditions, and asked to describe the type of construction materials that would be most suitable for the area. Choices might be justified by describing the relation of the materials to the climatic and aesthetic characteristics of the given surroundings.

POSSIBLE CONCOMITANT LEARNING:

- The use of the word "suitable" is a key element in determining this concomitant learning. Considering "suitability" only in terms of the aesthetic relation between a structure and its surroundings and in terms of climatic influences (e.g., heat, cold, wind, rain) on the comfort or durability of a building may leave several impressions with students, some positive and some negative: aesthetic appearance is to be more highly valued than the safety and/or cost of the materials; one's responsibility as a citizen does not extend to selecting building materials; if materials are available and aesthetically suitable, they should be used without regard to their future supply; and/or climatic conditions determine the type of materials which can best be used to conserve energy.

LEARNING EXPERIENCE: Several existing homes and/or homes under construction in the local community might be visited and the types of materials used to build them identified. A contractor might be invited to go along to explain the differences observed. Afterward, small groups could summarize the effect of the various material decisions on both the environment and the pocketbook.

POSSIBLE CONCOMITANT LEARNINGS:

- The emphasis which is placed on economic and environmental considerations in selecting housing materials might result in some quite positive incidental learnings. Messages may be conveyed such as: "I have a personal responsibility to consider the energy use implications of my decisions" (Use of some materials, such as various types of insulation, result in greater energy savings or waste than others once a home is constructed and put to use.) and/or "It is desirable to consider my economic resources in selecting building materials. Aesthetic appeal need not be most important."
- The relative safety of various materials is not considered in this experience but generally might be included in a unit of this sort. Doing so might say to students: "It is just as important to consider safety as it is to consider cost."

OBJECTIVES: The student will be able to:

- develop kitchen planning guidelines which meet the needs of given individuals and families, and
- use recommendations for kitchen work centers and principles of storage in real life situations.

PRINCIPLE: Considering the needs of families and individuals can lead to the development of kitchen plans which are both useful and realistic.

LEARNING EXPERIENCE: After learning about basic kitchen shapes and work centers, students might visit the homes of several persons representing different life situations (e.g., single, married with children, handicapped, elderly). While there, students might interview the occupants with a preidentified set of questions to determine what each sees as major advantages and disadvantages of his/her kitchen. Ideas might include traffic flow and activities that can be carried out in addition to food preparation. Results could be summarized as to similarities and differences discovered. Groups might then develop guidelines for planning kitchens to meet the needs of individuals and families in different life situations and share these with the class.

POSSIBLE CONCOMITANT LEARNINGS:

- A major positive outcome of this experience may be the development of respect for individual preferences and personal needs. Care must be exercised, however, that students not be given the following impressions:
  1. Designing a kitchen "from scratch" is the only alternative in meeting needs. (Other options such as reorganization and/or renovation are often available.)

2. Kitchen needs and preferences vary only with respect to marital status, age, or physical condition. (Culturally related food preparation practices may be just as important.)
3. Needs and preferences are the only important considerations in planning kitchens. (Economic priorities, energy use, and safety may be far more important in some cases.)

- Encouraging students to visit homes representing different cultural backgrounds, different placements of economic priorities, and different levels of concern about energy use and safety may provide an opportunity for more in-depth exploration of the various factors one may want to consider in developing kitchen plans and/or in reorganizing an existing kitchen.

LEARNING EXPERIENCE: Students might begin this experience by discussing work centers located in a kitchen and brainstorming equipment, appliances, and/or utensils that might be stored in each work center. Using one or more basic principles of storage (e.g., stack like items together, store most used items nearby, store at point of first use), students could then describe how to arrange items in each center to (a) meet the needs of a given person or family (e.g., elderly person, handicapped person, larger family where children help with food preparation), and (b) maintain a safe working environment.

POSSIBLE CONCOMITANT LEARNINGS:

- The direct attention given to individual needs and safe working environments is likely to result in positive feelings regarding the importance of each consideration in planning kitchens and possibly result in greater care on the part of students when working in home and/or school facilities.
- After brainstorming the equipment, appliances, and utensils to be stored in each work center, attention needs to be directed toward that equipment and those appliances that happen to be high energy users so students have an opportunity to explore the energy implications of kitchen equipment/appliance use. Attention also needs to be given to evaluating the relative "essentialness" of the type of equipment and appliances that appear on the brainstormed lists. Doing so may allow students to concomitantly learn such things as: "It is not necessary to buy every new appliance or piece of equipment that appears on the market" and/or "I am the person best able to judge what types of equipment will best suit my needs."

by *Krista Six*

A major concern in teaching foods and nutrition is how to keep programs current and alive to meet student needs and interests. Because of exposure to all forms of mass media, students are more aware than ever of world problems and issues. One way to increase student attention to their position in the world is by studying the world food supply and factors that influence the availability and acceptability of foods for people in other countries as well as their own. Focusing attention on the interaction between food use and environment increases awareness of conservation measures that can be taken to improve environmental conditions. Learning to recognize the many factors that influence personal food choices allows food behaviors and choices of food to better provide nutritionally adequate diets. Consumer decisions regarding food selection face people everyday. By improving one's ability to analyze consumer information and become rational decision-makers in the marketplace, perhaps better management skills will be applied to all phases of life. Personal appearance and physical fitness are values that motivate most people. Focusing on health related concerns can make nutrition and meal planning relevant. Awareness of one's own body and its needs and functions can make the learning of nutrition a more personal experience.

OBJECTIVES: The student will be able to:

- identify factors contributing to the imbalance of world food supply,
- determine factors which affect a country's food supply, and
- determine the environmental impact of family food practices.

PRINCIPLE: The adequacy of the food supply of people in all parts of the world has an effect upon the environment and people everywhere.

LEARNING EXPERIENCE: As students enter the class, have them select a card labeled with the name of a country. Then have students assemble around the room in groups representing the relative population of the countries of the world. Using a loaf of bread or rice casserole, have students divide the food among the groups according to the percentage of the total world food supply available to each country. Follow by dividing a meat loaf or other high protein food among the represented countries according to the percentage of protein available to each country. A transparency of a world map showing the population figures of each country and the relative availability of protein food supplies may facilitate a discussion on the following points: relationship between population density and world food supply; different technological and political ways in which the discrepancy between population and food supply might be minimized (e.g., improvement of agricultural methods, cooperation between countries for mutual benefit, rapid distribution of high protein foods); and, students' thoughts and feelings concerning the imbalance in world food supplies and population. As a class, have students develop statements for debate on nutrition and food supply issues (e.g., technology will be able to solve world food supply problems). Groups might be formed to investigate issues and then debate both sides of each statement in class.

POSSIBLE CONCOMITANT LEARNINGS:

- Rewording or reinterpreting student comments may create feelings that one's own thoughts and feelings are less adequate.

- Using a film such as *Food for Life*[1] provides positive reinforcement of the intended learnings as well as the concomitant learnings of cultural appreciation.
- By working in debate groups students can concomitantly learn to be responsible and assume leadership as they teach the total class. If the same groups work together often, a supportive "team" relationship between group members may develop giving both verbal and less verbal students feelings of pride in sharing the responsibilities for presenting debate and completing research. Changing groups occasionally has the value of allowing students to work with all class members, possibly avoiding the development of cliques.

LEARNING EXPERIENCE: In small groups have students select one developed or one developing country. Investigate the population growth rate of the country and then compare it to that area's ability to provide its own food. Posters may illustrate the foods produced and consumed in the country and the factors affecting food supply (e.g., level of agricultural development, soil and climate conditions, food distribution patterns, common cultural beliefs concerning diet and nutrition). Posters might be used to compare the various countries' food supplies by focusing on the following points: amount of imported vs. domestic food; nutritional value of imported food and necessity of importing; nutritional value of the local diet; variation in diet; and, humanitarian, political, and economical effects of food supply.

POSSIBLE CONCOMITANT LEARNINGS:

- Forming responsible judgments and fostering rational decision-making result from gathering and analyzing available data. Referring students to both human and non-human resources and encouraging them to evaluate resources available for learning, including the use of professional and non-professional resource people, various types of media, and current publications, encourage students to become more knowledgeable and receptive to alternative resources.
- Provide students with several options from which to choose the means of creative expression with which they feel most comfortable. Posters are only one of many tools that can encourage students to express creatively their ideas and findings. Using visuals provides less verbal students a means for expressing and sharing reactions.

LEARNING EXPERIENCE: As a class, list ecological principles which illustrate the interaction between food supply and the environment (e.g., natural resources are finite; energy is neither created nor destroyed, but changes form; everything comes from somewhere and goes somewhere). Then have students compile a checklist of personal family food practices and the resulting environmental impact, using a format such as:

Choice	*Impact*
1. buying food locally out of season	1. added transportation costs, pollution
2. use of bags to carry food products from grocery store	2. added costs, waste of resources, pollution
3. eating only foods and amounts of foods needed to meet nutritional requirements	3. conserve current food supply

Encourage each student to propose a plan to change family food and shopping practices in an effort to improve the environment. Plans might be shared with the class or students may initiate the plan for use at home.

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[1]*Food for Life*. Perennial Education, Inc., 1825 Willow Road, Northfield, Illinois 60093, 22 min., 1969.

POSSIBLE CONCOMITANT LEARNINGS:

- As living conditions vary with students, emphasis on environmental impact issues should vary; that is, they should be relevant and current to what students perceive in their daily lives.
- Having students propose a plan for changing personal family food practices may be both threatening and unrealistic. Students may attempt to respond in a way that is acceptable to the teacher and not meaningful to their living condition. Consider using a case study approach to have students evaluate the environmental impact of food practices for a family on an impersonal basis and share these ideas with the class. In this way, plans for their own homes may be kept private and relevant to their actual living conditions.

OBJECTIVES: The student will be able to:

- identify the social and cultural significance of food choices and customs for a given country,
- compare and contrast family customs and traditions associated with food and food behavior, and
- determine factors influencing individual food choices and eating habits.

PRINCIPLE: Food choices and customs are a product of the interaction between social and cultural factors associated with food.

LEARNING EXPERIENCE: In small groups have students select one ethnic food item representative of a particular foreign country or region of the United States. Then, have students investigate the food habits of the country or region, the natural resources, food processing and marketing affecting food availability, the nutritional value of the food item; the religious, social, and cultural significance of this food; and, the historical influences that shaped the food customs of this country or region. Share findings while demonstrating the preparation of the selected food item. Then, summarize the effects of culture on food choices by focusing on questions such as: What is the significance of food in any culture? How is the American culture affected by ethnic food? What part does a symbolic food play in a culture? How are food customs developed within a culture? What conditions affect and change the food customs of a culture?

POSSIBLE CONCOMITANT LEARNINGS:

- Students can learn to be responsible for their own learning by seeking out various sources of information. Giving too much help can discourage student reliance upon personal judgment and ideas, with the possible concomitant of less student thinking.
- Selecting only "popular" countries may give students the impression that other country choices are not as acceptable or important; therefore, one may feel more or less valuable as a person because of a certain cultural background. Possibly begin this experience by surveying the cultural background of class members. Using those countries for study may create more positive student feelings about self and background if positive aspects are accentuated.
- Asking students to demonstrate the preparation of a food item gives opportunity to become "expert" and to take some responsibility for teaching. Feelings of self-confidence and self-esteem may result as students begin to recognize themselves as valuable sources of knowledge.

LEARNING EXPERIENCE: As a class project students might collect pictures, cookbooks, recipes, and utensils that are representative of special family customs surrounding foods. Follow by conducting interviews with grandparents, parents, brothers, sisters, and friends using questions such as: What foods do you remember from childhood? What foods were served everyday when you were a

child? What foods were served for special occasions? What foods did your family grow or prepare for itself? What foods were purchased or given by others and in what form were these foods? What were your family's meal patterns? What special preparation techniques do you recall? Who prepared the family meals? What food traditions do you remember being passed on to other generations? Encourage sharing of special family traditions and customs associated with food or food behavior. Then have students compare the similarities and differences of family food heritage and traditions as viewed by individuals in the same generation as well as from different generations. Discuss results of interviews between students and possible reasons for differences (e.g., cultural heritage, location, size of family).

POSSIBLE CONCOMITANT LEARNINGS:

- Students might identify both positive and negative family feelings that result from interviews. Negative reactions to food are necessary to consider if one is to understand why we eat as well as reject or accept various foods.
- A negative incidental learning may be that of lowered self-concept because of not having family members to interview. To counter this, encourage students to seek out friends, teachers, or others to interview, or use community centers for this experience.

LEARNING EXPERIENCE: In small groups, have students identify factors influencing individual food choices and eating habits. Such a list might include factors of taste, good nutrition, caloric content, time of day, religion, ease of preparation, fad, fun to eat, texture, peer pressure, cost, family custom, or cultural tradition. Individually, students might list twenty favorite food items and indicate the factor which most influenced the choice of each food and under what circumstances it might be eaten. Encourage analysis of these personal food choices by discussing questions such as: Which factors were the greatest influence on your food choices? How might personal food choices change if you moved to a different region or country? How might food choices change when you become 30 years old? 60 years old? How might your choices of food change if you were overweight? Underweight? What were your favorite foods as a child? How have they changed? Which foods do you associate with special occasions? Which foods reflect your mood? What personal values motivate your food choices (e.g., cost, appearance, weight control, status)?

POSSIBLE CONCOMITANT LEARNINGS:

- Students' inventory of food choices may be questioned and challenged while not being judged appropriate or inappropriate by the teacher. Students can become more aware of their responsibility as decision-makers for personal food choices thus reinforcing independent thought and a feeling of acceptance and self-worth.
- Reinforcing a student's favorite food choice may have a limited effect if they are not encouraged to recognize and consider additional options for food use.

OBJECTIVES: The student will be able to:

- use criteria to compare various forms and brands of a food product,
- determine information on labels that assist consumers in making food decisions, and
- evaluate ads for their effectiveness in providing information for decision-making.

PRINCIPLE: Making discriminating and rational choices in the selection of food products can influence the management of resources.

LEARNING EXPERIENCE: In one or more "product testing" groups have students select several forms and brands of the same food product and determine the total cost, actual number of servings, cost per serving, preparation time, and nutritional value of each brand. Various brands of the following food products may be used for comparison:

1. Fresh, canned, and frozen forms of the same fruit or vegetable.
2. Ready-to-eat, quick cooking, and home prepared cereals.
3. Home prepared, and frozen, canned and packaged convenience dinners of the same type.
4. Fresh, frozen, and bottled forms of orange juice and orange drink.
5. Packaged, refrigerator dough, bakery prepared, and home prepared forms of a particular baked product.
6. Ground meat with various fat contents from different local stores.

Have groups list results of product testing and discuss major findings. Individually, students might judge each product for flavor, texture, appearance, and personal preference.

POSSIBLE CONCOMITANT LEARNINGS:

- If the experience uses cultural and ethnic food preferences and forms of food available to students in their own homes, it becomes a learning experience that strengthens the students' feelings that what is studied in school has a direct connection to their personal life.
- Students might do ratings on forms anonymously in order to avoid having students react to what they perceive the teacher wants.

LEARNING EXPERIENCE: Have each student bring one label or empty package from a food product often used at home. Then, have students list points of information given on the food label (e.g., brand name, type of food, net weight, name and address of manufacturer, list of ingredients, nutritional information, storage suggestions, serving ideas). After looking at the food labels of others, students might discuss ways food labels vary and identify points of information required by law. Discussion might focus on information such as: the absence of the list of ingredients on some products due to FDA "standard of identity" (and share label examples of foods meeting these standards); the meaning of "pull date"; the Universal Product Code symbol; description of product; storage and recipe ideas; and, nutritional information. As a class, brainstorm ways in which labels help the consumer get the best buy and then compare products for ingredients and nutrients available. In groups, examine several nutrition labels from one type of food (e.g., vegetables, fruits, breads and cereals, meat, dairy, miscellaneous) and complete the following exercises:

1. Identify the leader nutrients present in highest amounts in each food represented by a label. Determine which food contributes the most of each leader nutrient.
2. Identify one or more foods that might be chosen as an alternate source of each leader nutrient. List factors to consider when making the food choice (e.g., family preferences, other foods consumed during the same day, special nutritional needs).
3. Compare the nutritional value of several foods and their cost per serving. Determine which product would provide more nutrition for the money spent.
4. Compare several foods for nutrient and caloric content per serving. Determine which product is most nutritious for the calories "spent" on the food.
5. Determine which food would be the best choice for an individual on a special diet (e.g., low-sodium, low-cholesterol, low-sugar).

POSSIBLE CONCOMITANT LEARNING:

- Students can feel a sense of responsibility for their own learning if they select groups for the various types of food and determine among themselves who would be responsible for bringing label examples of each. Communication among class members and interpersonal relationships may also be fostered as students interact with others in groups.

LEARNING EXPERIENCE: In groups, have students collect food advertisements of similar foods (e.g., cereals, convenience meals, beverages) from magazines, newspapers, in-store promotions, radio, and television commercials. Analyze the effectiveness of the ads and the amount of information given by discussing the following points: How is the product described? Does the label meet FDA requirements? Examine the claims made. Are they accurate, factual, or misleading? Are the claims based upon emotional, physical, social, economical, or medicinal appeal? What are the advertising techniques used? What is your overall impression of the advertisement? Have groups report findings to class with class members voting as to whether or not they would purchase each product on the basis of the advertisement. A bulletin board could illustrate good ads and poor ads, from the consumer's point of view, with the class summarizing why each ad is considered good or poor.

POSSIBLE CONCOMITANT LEARNINGS:

- Focusing classroom discussion on students' reactions and perceptions helps students learn that their thoughts and perceptions are of value. Because interpretation of the advertising appeals may vary among students and with the teacher, students may be helped to recognize that each individual's personal view of advertising is equally as important as the views of others.
- Critical thinking and analysis may be stimulated by developing criteria to use in evaluating ads.

OBJECTIVES: The student will be able to:

- plan individual meals to meet needed caloric and nutrient requirements,
- analyze factors and conditions affecting an individual's eating behavior in preparation for planning nutritionally adequate diets under given conditions, and
- use information about the nutritional and caloric requirement of individuals with special dietary needs to plan adequate diets.

PRINCIPLE: The nutritional knowledge and attitude about food of the meal planner influences the nutritional adequacy of the meals served.

LEARNING EXPERIENCE: Have students keep a three-day food diary of all foods and beverages consumed for breakfast, lunch, dinner, and snacks. Referring to food charts in nutrition books and labels on packaged foods, students could identify the nutrients and calories included in each food eaten during the survey period. Using weight and height charts available from local physicians, determine the number of calories needed daily or use a formula that takes activity into account when determining whether weight is normal. Referring to a USRDA table, analyze personal dietary deficiencies of leader nutrients. The assignment might be discussed by using questions such as: Was your calorie intake for each day adequate? Too much? Too little? Which nutrients were abundant in your diet? Which nutrients were lacking in your diet? In general, were the foods you ate high in nutritive value, or did many foods contain few nutrients? How might you better meet your nutrient and caloric needs? The results of this dietary study could be used to plan menus for three days that would alleviate the nutrient deficiencies and allow for appropriate caloric intake to meet energy needs. If possible, prepare one of these meals or snacks in class.

POSSIBLE CONCOMITANT LEARNINGS:

- Teacher's expectations may influence the meals students plan rather than planning meals which meet their own needs and preferences.
- Examples of "appropriate" foods for use in planning menus which reflect a variety of cultural and economic variables allows students to plan in such a way that individual and family needs can realistically be met. By not doing so, students may learn that the food they typically consume at home are inappropriate or that classroom learnings are unrelated to their living conditions.

LEARNING EXPERIENCE: Begin this experience by having students discuss factors and conditions affecting an individual's eating behavior (e.g., emotional stress, holidays, celebrations, eating with peers, weight control, school lunch program or fast-food eating). Then, have students select one of these conditions to investigate in the following manner:

1. Plan a menu for one meal under specified conditions.
2. Analyze this menu for nutritional content and caloric value.
3. Identify values that might motivate particular food choices under given conditions (e.g., peer pressure, desire to lose weight, cost).
4. Determine the foods that would need to be included in other snacks and meals during the same day in order to meet individual dietary needs.
5. Plan a menu that would better meet the nutritional needs under the same condition, analyzing the nutritional content and caloric value of these foods.
6. Prepare lower calorie and/or more nutritious recipes along with a comparable dish normally eaten under the specified condition. Evaluate for taste as well as consistency with one's values.

POSSIBLE CONCOMITANT LEARNINGS:

- Students may get the impression from the discussion that all foods should be lower in calories or more nutritious than those they are presently consuming.
- If holiday times and times of celebration are portrayed as eliciting poor eating habits, students may perceive that their cultural traditions have a negative value.
- When students are asked to list foods that might be eaten under specified conditions, acceptance of the variations suggested may result in students more accurately indicating their true eating behaviors.

LEARNING EXPERIENCE: Given a case study of a person with a special dietary need (e.g., pregnant, overweight, elderly, convalescing), students might analyze special nutritional and caloric requirements of the individual. The information gained may be used to plan a day's menu for this individual, identifying food preferences, appropriate forms of food, considerations to be made regarding ingredients included in recipes, and suggestions for serving. Select one of the day's meals to prepare, keeping in mind cooking techniques allowing for retention of nutritive quality, and serving ideas that would make the meal attractive and appealing to the individual. If possible, prepare the meal for an individual with the same special dietary needs and utilize their evaluation to determine the appropriateness of the meal.

POSSIBLE CONCOMITANT LEARNINGS:

- Actual experience with people with special needs may develop empathy and understanding of conditions other than food needs (e.g., clothing needs, housing needs, transportation, social, lifestyle, economic).
- Planning only one day's menu at a time may negate learning related to long-range planning (i.e., taking advantage of food sales). In order to incorporate long-range planning learnings, groups of students may compile menus and determine basic shopping practices that would be followed when sequentially planning for food use.
- If principles of menu planning outlined in this experience are used exclusively for determining meal plans for individuals with special needs, students may get the impression that these principles are not necessary in menu planning for family members with normal dietary needs.
- If criteria for evaluation are developed with or by students they can feel a sense of responsibility and increased self-esteem. Students can evaluate their own needs using these criteria. Areas where meals fail to meet criteria provide a definable,

recognizable point which may be changed and/or students can see reason for lower ratings.

OBJECTIVES: The student will be able to:

- identify how foods are used by the human body,
- determine the relationship among the nutrients and the ways they work together to provide for good health, and
- investigate relationships between nutrition related concerns and good health.

PRINCIPLE: Knowledge about nutrition helps the individual evaluate food for its effect on personal appearance and good health.

LEARNING EXPERIENCE: In groups, have students investigate body processes that relate to food use (e.g., digestion, absorption, metabolism, cell energy, oxidation) and factors that affect digestion (e.g., activity level, state of overall health, foods consumed, personal emotional state). Then use the information to write scripts for a children's educational program showing how foods are used by the human body. Encourage creation of visual aids to illustrate the digestive process (e.g., charts, sketches, a clay model of digestive processes, puppet show). Have students perform the program for an elementary class audience. With the elementary children, the students might conduct simple experiments that provide awareness of digestion and the nutrients provided by foods. Such experiments might include the following:

1. To show how starch is partially changed to sugar when chewed, ask each child to put a piece of raw potato in his/her mouth. After chewing it for several minutes, discuss whether the taste has changed. Is the flavor now like sugar instead of starch?
2. To show the existence of fat in foods, have the children place a small portion of peanut butter, cheese, egg yolk, and other food items on wax-free paper. Heat the paper for a few minutes and hold the paper to the light. A grease spot will be evident if the food contains fat.
3. To determine which foods contain minerals, place a small amount of vegetable, fruit, dry milk, or other food on a thin aluminum sheet. Heat it over low heat until smoke is no longer given off. If white or gray ash is present in the pan, mineral salts are present since they do not burn.

POSSIBLE CONCOMITANT LEARNINGS:

- If students are encouraged to make use of a wide range of human and non-human resources, they can learn to appreciate and cooperatively work with other subject-matter teachers, audio-visual personnel, and individuals in the drama-productions department of the school to carry out an educational program.
- Given freedom to express findings in alternate visual forms allows students to incorporate their own creativity in their learning. If one form of presentation is promoted by the teacher, students may feel that their form is less valued and creativity may be stifled.
- Students may also have the opportunity to discover characteristics of young children.

LEARNING EXPERIENCE: Individually or in groups, have students select one of the leader nutrients to investigate. Gather information about the sources and functions of the selected nutrient and the manner in which it works together with other nutrients in the body to provide for good health. When sharing findings with the class, collages might be created to illustrate the body's need for the nutrient, its use, and the food sources from which it comes. Students might draw a diagram, cartoon, or create another visual to illustrate how the nutrients work together to provide a total healthy body. Individually, students might list foods eaten regularly that provide each nutrient. As a class project, students might prepare snacks that supply an abundance of each nutrient.

POSSIBLE CONCOMITANT LEARNINGS:

- Management skills may be concurrently learned as students make choices and laboratory plans for the preparation of snacks that supply each nutrient. Group interaction involved during the preparation of foods may also foster interpersonal relationships between group members.
- By giving students an opportunity to select snacks to prepare rather than assigning products, students can learn the process of making decisions within a group situation.

LEARNING EXPERIENCE: To determine concerns related to good health and nutrition (e.g., overweight, underweight, physical fitness, posture, skin conditions, health of eyes, teeth, and hair), fellow students could be surveyed. Then, students might select one or more of the nutrition related concerns to investigate and address publicly using one of the following methods:

1. Create a bulletin board illustrating the relationship between these health concerns and eating habits. Show the nutritional factors that should be considered when selecting foods.
2. Write an article for the school newspaper discussing the results of this survey and the nutritional relationships to student concerns.
3. Give a presentation dealing with one specific health concern and how to overcome it by improving nutrition.
4. Create a display illustrating how nutrition can affect one or more aspects of good health.
5. Demonstrate the preparation of a nutritious snack while discussing the nutrient contributions and related effects of the snack on good health.
6. Develop a TV or radio commercial to illustrate the effects of good nutrition on one's personal health.

POSSIBLE CONCOMITANT LEARNINGS:

- If responsibility for obtaining information for this experience is given to students, they may increase their feelings of importance and self-esteem. They may become responsible for their own learning as they interview fellow students and determine which method of presentation they will choose for sharing their findings.
- Non-nutritional factors may enter into the evaluation.
- Organizational skills and ways of creatively expressing themselves are incidentally learned by students as the presentations are planned and performed or displayed.

by *Holly Schrank*

The clothes people wear become part of their visible being. These clothes influence the quality of interaction with other humans and the development and maintenance of self-concept. Both male and female students need to be exposed to a variety of areas within the clothing curriculum to function adequately in today's and tomorrow's society.

These learning experiences include a variety of levels and approaches to clothing and: human behavior, appearance, needs and functions, acquisition, and textile properties. Each of these concepts relates to topics such as energy, family resources, and the future.

OBJECTIVES: The student will be able to:

- determine how dress serves as a cue or miscue to the anticipated behavior of self and others,
- observe the communication of subtle and overt messages through the medium of dress, and
- speculate about social functions of dress of the future based on acquaintance with dress of past and present eras.

PRINCIPLE: Dress is a means of communication between people.

LEARNING EXPERIENCE: Students might conduct an experiment in violating norms of behavior by wearing clothes inappropriate to their age, sex, usual personality, or a particular occasion. The kinds of reactions from other people might be noted and then shared with class members, categorizing each reaction as approving or disapproving. The class might speculate about reasons for negative reactions (e.g., moral beliefs, cultural expectations for male and female dress) and identify expectations which were violated. A class debate on the pros and cons of cultural expectations for behavior for the individual and society could follow. An appropriate follow-up might be to have students volunteer to explain how they felt while doing the activity. Possible discussion questions include: Were class members discouraged from violating norms again? What advantages do cultural expectations have for an individual? Disadvantages?

POSSIBLE CONCOMITANT LEARNING:

- Self-concept continues to be formed, strengthened, and fostered during the teenage years. It is sometimes difficult for students to share their feelings in the presence of peers or teachers. For this reason, these experiences are developed in such a way that one is not forced to share such feelings, but has the opportunity to share them by speculating how others might feel in the same or similar circumstances. Additional experiences which may be planned to help students grasp essential concepts might include similar speculative activities in order to spare students the potential embarrassment of being forced to share personal feelings to earn a grade. (This applies to the next two learning experiences as well.)

LEARNING EXPERIENCE: Groups of 2-3 students could be formed to conduct a survey of t-shirts with messages worn by students in the school. A master list of slogans observed might be developed. A discussion might follow with questions such as: Which messages could be classified as self-expression of the wearer? Identification with a group? Attempts to attract attention of the opposite sex?

Status symbols? What other categories can you think of? What kinds of messages are communicated by other kinds of clothing currently worn in the school or community? How might different kinds of people (e.g., friends, parents, strangers) respond to these messages? In what ways can clothing be used to communicate positive messages?

POSSIBLE CONCOMITANT LEARNING:

- The inclusion of experiences such as these in the clothing curriculum demonstrates that how one dresses does affect the behavior and feelings of self and others. Omitting such learning experiences might mean the loss of valuable opportunities to learn cultural cues for behavior in the teenage years. (This applies to the previous and following learning experience as well.)

LEARNING EXPERIENCE: This experience could begin with students viewing the filmstrip(s): *American Woman: Two Hundred Years of Authentic Fashion* and/or *American Man: Two Hundred Years of Authentic Fashion,*[1] followed by a comparison of past and present forms of dress. Possible discussion questions include: How has the form of dress changed? Have our ideas about modesty, sexual attractiveness, self-expression, and status changed? How are such things reflected in clothing? Then, the class might speculate about what people will wear 200 years from now by discussing questions such as: To what extent will there still be status symbols? Modesty? A desire to express oneself? How different will clothing look 200 years from now? If you could have clothing be anything you wanted it to be, what would it look like? A helpful article by Draper Kauffman includes information on skills that will be useful for the future: "Opinion: Making the Future Count in Your Classroom."[2]

POSSIBLE CONCOMITANT LEARNING:

- Activities which encourage speculation about the future help students to use present knowledge and intellectual skills to examine future possibilities. Providing many opportunities to visualize the future and develop additional intellectual tools for achieving potential in the future may help students recognize their potential.

OBJECTIVES: The student will be able to:

- recognize the differing importance people place on appearance,
- determine the similarities in beauty practices and body modification practices by self and others, and
- develop observational and descriptive skills necessary for the development of design awareness and knowledge of design elements and art principles.

PRINCIPLE: Personal appearance and clothing affect the behavior of self and others.

LEARNING EXPERIENCE: Students could begin this experience by listening to a tape recording or reading of the passage from *The Velveteen Rabbit*[3] in which the skin horse explains what it means to be "real" (pp. 16-20). A debate could follow on whether "beauty is more than skin deep," with arguments identified as pro and con. A discussion might focus on the parallels in this story to human beliefs about attractive appearance. In pairs, students could next develop a list of characteristics females find most attractive in males, and vice versa. The lists of attractive features could be compared to the conclusions drawn about beauty being more than skin deep. Suitable discussion questions include: In what ways are the features listed *physical* features? To what extent does the list include any "below the skin" factors? To what extent is appearance more important to people than they are willing to

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[1] *American Woman: Two Hundred Years of Authentic Fashion* and *American Man: Two Hundred Years of Authentic Fashion* (Butterick Publishing Co., 1976).

[2] Kauffman, Draper, "Opeinion: Making the Future Count in Your Classroom," *Teacher*, 94:8 (April, 1977), 18-24.

[3] Williams, Margery, *The Velveteen Rabbit* (New York: Avon Books, 1975).

admit? How important is our own appearance to us? How would you feel about the list of attractive features if you were handicapped or self-conscious about your appearance?

POSSIBLE CONCOMITANT LEARNING:

- The choice of terms used or allowed in the classroom may belie attitudes towards "ideal" appearance and may alienate students who feel that the values expressed apply to them. Terms to avoid are those frequently used to describe a characteristic that is commonly seen as less than ideal. Such terms might include: obese, fat, scrawny, skinny, ugly, frizzy, kinky, mutiliation, deformity, and/or defect. What is "ideal" is a time-bound value judgment that is not universally shared. Use of such terms may be harmful to the self-concept of students who are self-conscious about weight, skin color, hair texture, or handicaps. (This applies to the following two learning experiences as well.)

LEARNING EXPERIENCE: Students might develop a list of beauty practices and body modifications which are done by people to enhance their appearance. The list could be begun by identifying things they do each day (e.g., brushing teeth, using deodorant, combing hair) and then added to after examining advertisements in popular magazines. Examples might be written on the board under the following categories: color changes, texture changes, shape changes, odor changes. Discussion questions include: Which of these practices are done for health reasons? For fashion? To meet our ideas of what is necessary to be beautiful? How many do you practice? Examination of pictures and text in *National Geographic*[4] or books about people of other cultures would be useful to identify beauty practices in those cultures, and these might be listed according to the categories suggested above. As a class, students might compare and contrast the beauty practices of other cultures with their own, noting particularly the similarities. Students could also note how the environment affects practice, e.g., in a very dry country, especially if also a poor country.

POSSIBLE CONCOMITANT LEARNINGS:

- Discussion of one's personal daily practices may be difficult for some students. Not all students will have a list of daily practices to share, and this can be accepted without comment. It may be wise not to comment on practices which are listed by students since different cultures have different health and grooming practices and some students may feel uncomfortable and out-of-place if their personal practices are verbally or non-verbally set apart.
- The teacher's verbal and non-verbal reactions may have more incidental impact than textbook reading or class discussion.

LEARNING EXPERIENCE: The teacher might provide a variety of slides on apparel for this activity. For each slide, students could describe the colors, textures, and lines used as fully as possible. When students have completed describing what was seen, they might review the slides and begin to identify color schemes (e.g., monochromatic) used in each garment and the type of balance, proportion, rhythm, and emphasis used. The slides could be viewed a third time for separating slides that are visually pleasing from those that are less pleasing. Note: Try to avoid questions of appropriateness or cost, and concentrate on aesthetic reactions to each garment. Discussion questions might include: Why are some garments more pleasing than others? What differences were noted in balance, proportion, or color schemes used? To what extent did fashion affect your reactions? Did less effective use of design elements or principles affect your judgment? At this point, it would be helpful to discuss design elements and art principles. Using a list of the design elements and art principles, students could find illustrations which represent as many as possible and describe how each illustrates an element or principle. Then, students might look for a single picture which contains as many of the design elements and art principles as possible and describe each. In pairs, students might select one design element (e.g., color) and one art principle (e.g., rhythm), and then design an item of clothing

[4]*National Geographic* (Washington, D.C.: National Geographic Society).

which utilizes both. Or, students could do the same activity by using clothing loaned by a local retailer or using pictures from mail order catalogs. (A variety of different garments are needed.) Actual outfits or pictures illustrating the various design elements and art principles (e.g., monochromatic color scheme, 1:2 proportion) might be displayed on a bulletin board.

POSSIBLE CONCOMITANT LEARNINGS:

- Students may tend to ignore recipe-like solutions to dress problems which do not apply to their perceived figure problems. In order to overcome this tendency, teachers might provide a variety of visual stimuli for students to describe and analyze. Experience in describing design elements and art principles will expand students' sensitivity to design and ultimately allow for application to personal needs.
- Teachers may wish to choose dress for the day according to its value in illustrating design elements and art principles. For example, when "line" is a focal concept, the teacher might select garments to wear in which line is the dominant design feature. The teacher's dress is one form of repeated exposure and may be viewed in a subtle way of supporting or negating the design elements and art principles presented.
- A preview of slides, if they are commercially produced or borrowed from a store, may help to determine whether they meet the objectives of the exercise, and whether any potential incidentals exist. A mixture of male and female clothing at different age levels and price ranges, and models from various cultural backgrounds is desirable.

OBJECTIVES: The student will be able to:

- identify the functions clothing serves for various end-use situations, and
- transfer the characteristic functions of specialized clothing for outdoor and recreational uses to maintenance of thermal comfort in the use of "everyday" clothing.

PRINCIPLE: Analysis of individual or family clothing needs and the functions of clothing can result in greater satisfaction with apparel selected.

LEARNING EXPERIENCE: This activity could be begun by having students read: "People Dress for Many Reasons," pp. 153-161 (Craig, *Thresholds to Adult Living*).[5] Then, based on the reasons people wear clothes, students could devise a working list of functions that clothing serves. Using these functions as a base, pictures could be collected from magazines and newspapers to illustrate clothing worn for different activities and occasions (e.g., skiing, school dance, sleeping, backpacking). Pictures could be posted on a bulletin board and grouped according to appropriate activities. For each activity, all the functions of the clothing shown in the picture(s) could be discussed and these functions written on a sheet of newsprint posted near the pictures. Functions which are more important for each activity and which are less important could be identified and the more important functions for each activity starred (*). (Students might note that individual preference often influences the relative importance of such functions as modesty, self-enhancement, and ornamentation.) Working in small groups, students could then devise a wardrobe plan for the following situation and present the plan to the class. Situation: A new colony of Earth people has been started in Outer Space and there are representatives from the many different cultures here on Earth. Students should be encouraged to compare plans and discuss questions such as: Were all the functions of clothing considered and utilized? Which ones were inadvertently omitted? Why do you think they were overlooked? Why are these functions important to people? How should these functions be considered in acquiring clothing? What types of clothing will the colonists need to wear? What are the important factors which should be considered for the average individual's wardrobe (e.g., nature of the environment, communication with each other, warmth, individuality, cost of transportation of goods to the colony)? Following this discussion, wardrobe plans for the Outer Space Colony could be compared to students' current ward-

[5]Craig, Hazel, *Thresholds to Adult Living* (Peoria, Illinois: Chas. A. Bennett Co., 1976).

robes and further questions discussed such as: Which functions should be considered for both? To what extent do the types of clothing needed differ? Why?

POSSIBLE CONCOMITANT LEARNINGS:

- In order to assure that students have an opportunity to evaluate the functions of a variety of clothing, the teacher may want to supplement the set of pictures. If all clothing examples are similar in their function, students may assume there really are not any differences in the functions clothing serves and that all clothing is selected with the same priorities in mind.
- It is helpful for students to have the experience of sharing their own priorities for the functions their own dress serves. If this opportunity is not available, students may conclude that their preferences are not valued, or that the learning experience was not planned to take individual preferences into account.
- The use of a hypothetical situation which is futuristic is valuable in providing opportunities to imagine what the future will be like. According to Toffler in his book *Future Shock*,* imagining the future is one of the best means of preparing for it, whether or not the future is the same as imagined.

LEARNING EXPERIENCE: After studying catalogs of outdoor and recreational clothing, the students could develop a list of garment features that are considered important to maintaining body comfort and health in a cold environment. Problems such as maintaining body heat, fit, keeping dry, and overall comfort might be considered for discussion. Students could also identify garment features, styles, and dressing practices (e.g., layering, looseness) adaptable to every day dress for cold weather. Following this, students might be asked to imagine: A country is faced with a serious energy crisis. Home heating fuels and gasoline for cars are in scarce supply. People have found it necessary to lower heat thermostats and raise air conditioning thermostats in homes and other buildings, and to use public transportation, walking or non-motorized vehicles. The teacher might then indicate to students that because of their knowledge of outdoor clothing, they have been asked to write five brief TV public service announcements telling people how to use clothing to maintain thermal comfort in both hot and cold weather. A teacher-led discussion might be centered around the question: What would be the five most important points to get across to an audience? Then, the teacher may wish to provide time for students to write the five scripts and offer them to a local TV station for program development.

POSSIBLE CONCOMITANT LEARNINGS:

- Direct learning experiences which relate clothing to ecological concerns such as energy may help students to recognize that 1) clothing is a tool that can be used in coping with weather and climate variations, 2) use of clothing for thermal comfort can help reduce energy consumption for heating and air conditioning, and 3) decisions relative to clothing consumption and use have long-range impact.
- If learning experiences such as those included in this section are not part of a clothing curriculum, and concepts such as the functions of dress are omitted, students may assume the wardrobe planning process does not include an assessment of needs that clothing must fulfill. Students may also draw other conclusions, such as that beauty is the only important function of clothing and/or that clothing which adequately meets other functions such as protection from the elements or support of one's self-concept but that is not beautiful, is unacceptable and unimportant. The scope of the curriculum is an indicator of what is important to know and value (applies to the other learning experiences in this section).

*Toffler, Alvin, *Future Shock* (New York: Bantam Books, 1970).

OBJECTIVES: The student will be able to:

- determine appropriate means for acquiring clothing for a variety of needs,
- select a suitable learning experience to enhance construction skills, and
- generate a variety of ideas for reusing items which have outlived their original function or fashion life.

PRINCIPLE: Successful acquisition of clothing involves a balancing of costs, needs, and available resources.

LEARNING EXPERIENCE: After dividing the class into teams, each team could draw a card which describes a family and an item of clothing this family needs to acquire. Given information for each team's family that team might outline the pros and cons of purchase, construction, and recycling/renovating as means of obtaining the garment. Based on these pros and cons, teams could rank the methods of acquisition they recommend for a family in this situation and defend their recommendations to the rest of the class. After all teams have shared their work, a discussion might follow including questions such as: When is it cheaper to purchase than to sew? What other costs may have been overlooked? What kinds of costs are reduced/increased by sewing, recycling, or renovating as compared to purchasing? What other factors have to be taken into account in acquiring clothing besides dollar cost? What other alternatives are there to purchasing, constructing, or recycling/renovating? Note to teacher: Each situation card should include at least the following information: brief description of family; number of hours available to acquire the item; relevant skills in the family such as sewing or shopping ability; special constraints such as transportation, location, difficult fitting problems, job requirements for clothing; amount of money available for the item; the name of a garment item to be acquired and for whom.

POSSIBLE CONCOMITANT LEARNINGS:

- Realistic situations provided on the cards will help students grasp the carry-over into their personal lives. Teachers may want to include a range of descriptors so that all members of the family, types of family groups, ethnic groups, and income levels are represented.
- The teacher's dress may provide a subtle suggestion of appropriate ways to acquire clothing which are not necessarily those the teacher intends to teach. Students may make the assumption that whatever the teacher actually does is the only right way to acquire clothing.
- Other learning experiences linked to this one can support or negate the intended learnings. Inclusion of a variety of experiences in addition to clothing construction, both in length of time or number of other kinds of activities, may help to overcome student misconceptions that: (a) there is something wrong with a parent who does not sew for the family; (b) all clothing can and should be constructed at home; (c) construction of clothing is a foolproof means of obtaining it; (d) other means of acquiring clothing are unimportant and not worth mentioning; (e) only people who sew acquire clothing successfully; (f) men don't acquire clothing or sew; (g) only those students who have money enough to pay for clothing construction projects need to know anything about clothing; (h) it is always cheaper to sew than to purchase; (i) recycling/renovating clothing is outdated, only for other people, or a waste of time.
- This learning experience illustrates that many factors influence selection of clothing. Self-concept could be strengthened as students realize that the differences in values their families have and methods used to acquire clothing are acceptable.

LEARNING EXPERIENCE: As a class, students could sort a variety of pictures according to whether they require beginning, intermediate, or advanced skills in construction. Then, for each pic-

ture, they might list the techniques and skills necessary for completion of the product. Individually, students might choose a project that has at least three techniques not previously experienced and then obtain the needed materials to complete the project. Note to teachers: Possible projects might include some of the following: outdoor and recreational equipment and apparel (e.g., gaitors, down filled items, tents, backpacks, bike saddle bags, skateboard bags, cycle cover, rain parka); household and gift items (e.g., garment carriers, cioth luggage, kitchen accessories, quilt blocks, character dolls, tote bags, bedding, pipe furniture and covers, ornaments and decorative items, seat covers for cars, teaching toys), or garment items (e.g., neckties, ascots, scarves, dickies, soft scuplture jewelry, butcher/carpenter aprons, t-shirts, shirts, vests, pants, untailored jackets, pajamas, robes).

POSSIBLE CONCOMITANT LEARNINGS:

- Male students' needs can be a challenge to clothing teachers. The same basic skills and theory are applicable to many kinds of products that are of greater interest to men than is clothing. Teachers will want to be conscious of the examples and illustrations used in class so that males will not be "turned off" by exclusive use of women's clothing examples. Non-clothing products can often be utilized to illustrate the same principles. The options for student projects need not be limited to clothing, but can be broadened to include a variety of sewn and fused products. Not only will such options encourage male students, but all students may realize that clothing construction principles and skills have broader application than just to clothing. If given the opportunity to experience a range of choice, to utilize decision-making skills, and to apply basic concepts to projects relevant to their interests, men will gradually come to see the value of "clothing" construction skills in their own lives.

- The amount of the school year spent on construction may need to be limited. Students quickly recognize the major day to day activity practice of what they have already mastered, and begin to assume that practice of already learned skills is far more valuable than learning new ones. Repeated experience may discourage venturing onto new ground because it rewards only repeating what was already learned.

LEARNING EXPERIENCE: A contest between individuals or teams might be used to see how many creative ideas can be generated for ways of reusing items which have outlived their original life. At the end of each round of the contest, the number of ideas produced by each team could be posted. The team with the highest total number of ideas at the end of the game "wins." Note to teachers: Scores might be posted on large paper thermometers to encourage idea productivity. The activity should be done in the following sequence:

Round 1: Using one apparel item provided for the purpose, brainstorm ways to change it to make it useful again without adding new materials.

Round 2: Using a picture of a garment, brainstorm ways to change the garment from the way it looks in the picture (e.g., change fabrics or trims, alter space between buttons, use different colors/textures/prints).

Round 3: Generate a list of ideas for smaller items that can be made from the apparel item used for Round 1.

Round 4: Using 5 apparel or textile items provided by the teacher, brainstorm ways to exchange various parts of these products to create new items (e.g., quilt blocks, sleeves of shirt used for yoke of jacket).

Total each team's scores. Give the winning team a round of applause for their ideas! Following the contest, students might individually find a garment or textile product that is no longer used by them or some member of their family. The parts of the product that are still in good condition could be evaluated and the size of each estimated in appropriate terms (e.g., centimeters). Students could brain-

storm as many ways as possible to utilize the parts without additional materials of major cost. Students might then select one idea and renovate the original product utilizing appropriate techniques. Note to teacher: A dollar limit might be set for this part of the learning experience.

POSSIBLE CONCOMITANT LEARNINGS:

- The renovation or recycling of products is an ideal tool for developing creative and imaginative thinking, which are important future job skills. A variety of idea-generating techniques should be used so that students will become fluent in using them and will recognize that there is more than one way to explore ideas.
- Reward systems are best when they provide positive feedback and reward for the creation of ideas. If only the craftsmanship achieved in recycling or renovating a product is graded, students see little value in being imaginative. Grading of final projects might also include credit for originality and creativity, for adhering to the dollar limit, and for making the product usable again.
- During the brainstorming sessions, the teacher needs to insure that the ideas generated are not criticized by other students or the teacher. Overt or subtle comments or gestures may imply the function of the activity is to generate an idea that pleases the teacher or one's peers. (This applies to all learning experiences in this section.)

OBJECTIVE: The student will be able to suggest suitable end-uses for textile fabrics based on knowledge of textile characteristics and end use requirements.

PRINCIPLE: Knowledge of the properties of a textile will help individuals and families to predict end-use performance in a product.

LEARNING EXPERIENCE: Each student could begin by selecting a card from a deck of index cards. Each card will have a term, a definition, or a swatch of fabric. Students could be encouraged to circulate around the classroom, compare cards with other students and exchange information with class-combinations are complete, each team could present its term, definition, and swatch to the rest of combinations are complete, each team could present their term, definition, and swatch to the rest of the class, explaining the clues that helped them to make the match. Teams might then give their fabrics various swatch tests such as the ring snag test, the clammy hand squeeze test, and the finger pinch crease test. Results could be reported with discussion focusing on questions such as: Did the swatch snag, wrinkle, or crease? When would creases be desirable or undesirable in an end-product? When would problems such as snagging or wrinkling be unlikely to occur or be unimportant (e.g., Does wrinkling matter for pajamas? Are pajamas likely to get snagged? Is a creasable fabric desirable/undesirable for sheets? For pants?)? What are three suitable end-use products for which your team's swatch of fabric would be suitable? Why?

POSSIBLE CONCOMITANT LEARNING:

- If teachers encourage memorization of facts, students may perceive the material as valuable only in earning a grade by repeating the facts on a test. Learning of factual material only is also problematic in content areas where there is rapid turnover of information, such as in textiles. Learning factual information is most useful when it is a mechanism for developing one's ability to apply knowledge and to make and evaluate decisions. Facts about textiles have a value as vehicles for teaching effective thinking and decision-making skills. Learning experiences and evaluation of techniques which require use of factual information in situations comparable to those which are realistic, or those which may be encountered in the future, will reinforce the need to learn to apply knowledge. Although the facts may be forgotten or outdated, the student may use new and current information because the process of using it will have been learned.